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For Class IX

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CONTENTS

S.No.		Page No.
1.	PROPHET MUHAMMAD (PBUH)	5
2.	NASIR'S NEW DRESS	9
3.	AIR POLLUTION	13
4.	COME! LET US HOLD OUR HANDS TOGETHER *(Poem)*	18
5.	NOOR'S BANK ACCOUNT	21
6.	OUR EARTH	26
7.	MAN'S HIDDEN ENEMIES	32
8.	TWO WORDS OF WISDOM	36
9.	THE MAN OF LIFE UPRIGHT *(Poem)*	41
10.	MEHAR GARH	43
11.	TARIQ BURNS HIS BOATS	48
12.	THE CLEVER SERVANT	52
13.	THE DAFFODILS *(Poem)*	56
14.	THE WILL TO WORK	59
15.	THE BLIND BOY *(Poem)*	64
16.	JAMILA'S LAMB	66
17.	DIGNITY OF WORK	71
18.	SALADIN'S GIFT *(Poem)*	76
19.	WOMEN'S ROLE IN OUR FREEDOM	80
20.	SONGS OF JOY *(Poem)*	85
21.	TREES ARE A BLESSING	87
22.	KINDNESS	92
23.	GLOSSARY	97

CONTENTS

	Page No.
PROPHET MUHAMMAD (PBUH)	5
NASIR'S NEW DRESS	6
AIR POLLUTION	13
COME! LET US HOLD OUR HANDS TOGETHER (Poem)	18
NOOR'S BANK ACCOUNT	21
OUR EARTH	30
MANA'S HIDDEN ENEMIES	35
TWO WORDS OF WISDOM	38
THE MAN OF TREE (Poem)	41
MEHAR GARH	43
TARIQ BORNS HIS BOATS	48
THE GREEDY SERVANT	52
THE DAFFODILS (Poem)	55
THE MILL TO WORK	58
THE BLIND BOY (Poem)	64
JAMILA'S LAMB	66
DIGNITY OF WORK	71
SALADIN'S GIFT (Poem)	76
WOMEN'S ROLE IN OUR FREEDOM	80
SONGS OF JOY (Poem)	85
TREES ARE A BLESSING	87
KINDNESS	92
GLOSSARY	96

MUHAMMAD (PEACE BE UPON HIM) THE LAST PROPHET

Prophet Muhammad (Peace be upon him) changed the life of the people of Arabia. Before him, the Arabs indulged in all sorts of evils. They did not worship Almighty Allah but gods and goddesses of various kinds. They gambled and drank wine. There was no respect for law. Nobody's life and property was safe. They often quarrelled with each other over petty things. These quarrels turned into tribal feuds — blood battles — which went on for years. Thousands of people were killed in such feuds. Women were treated like animals. Ignorance ruled everywhere and in every sphere of life.

Allah chose Prophet Muhammad (PBUH) to show the right path to the world. He was born in Makkah in 571 A.D. He was very different from other boys of his age. He was kind, merciful and helpful to others. People called him *Ameen* and *Sadiq* because of his honesty and truthfulness.

When the Holy Prophet (PBUH) was only forty, Allah sent His message to him. He started preaching the message of Allah. He asked the people to worship one and the only Allah and to give up worshipping idols. People became his enemies. They gave him lot of trouble but the Holy Prophet (PBUH) did not give up preaching the message of Allah. He faced all the troubles with courage and determination. Only a few people embraced Islam in the beginning. The weak and the poor found a new hope in his message. Gradually the number of his followers increased. His enemies were very angry at his slow and steady success. One night, they came to his house to kill him. The Holy Prophet (PBUH) had already left for Madina with his friend Hazrat Abu Bakar (May Allah be pleased with him) some hours earlier. The journey from Makkah to Madina was very long and dangerous, because enemies were looking for him everywhere. They wanted to kill him.

Many people of Madina had accepted Islam before the Prophet (PBUH) of Allah reached there. They were overjoyed to see him. More Muslims from Makkah followed Prophet Muhammad (PBUH) to escape the painful treatment which they were receiving at the hands of kafirs of Makkah. Madina became the centre of Islam. The message of

Islam reached many tribes of Arabia. More and more people started accepting Islam. They saw a great difference between the old ways of life and the good ways of Islam. They started praying to Allah only. They gave up gambling and drinking. They stopped fighting with each other. Islam gave them the lesson of brotherhood. They were no longer enemies but kind and helpful companions to each other.

After some years the Muslims conquered Makkah. The idols placed in the Ka'aba were destroyed and Muslims started offering their prayers in the Haram-e-Ka'aba.

All the people of Arabia embraced Islam within a few years. Their lives were completely changed and they became law-abiding citizens. They were turned into honest, kind and truthful people. Nobody stole anything even if it was left by the roadside. Women got their due rights and respect. The whole Muslim society became a model of justice and equality for the world. The message of Islam led the Muslims to success in every field of life.

The blessings of Islam spread to other parts of the world from Arabia. This true religion guided its followers in every walk of life. Islam taught them how to fulfil their duties to Allah and how to serve their fellow men. They learnt honest rules of trade. Their new faith encouraged them to seek knowledge. They were united and became strong and powerful. Thus Islam taught them a complete, practicable and successful way of life.

Islam is a perfect religion. Everyone finds guidance in the message of Allah and the life of the Holy Prophet (PBUH). The Quran which is the complete message of God shows us the right path. Allah completed his message through the teachings of Prophet Muhammad (PBUH) and blessed us with the true faith — Islam. The light of Islam will always show the right path to the people.

EXERCISES

A. Answer the following questions in the light of what you read in the lesson:

1. What was the condition of Arabs before the spread of Islam?
2. Why did Allah choose Muhammad (PBUH) as His Prophet?
3. Why did the people of Makkah become the enemies of the Holy Prophet (PBUH)?

4. What did Islam teach to the mankind?
5. How did Prophet Muhammad (PBUH) overcome the troubles and problems faced by him during the preaching of Islam?
6. What changes took place in the lives of Arabs when they embraced Islam?

B. Use the correct form of the verbs in brackets in the following sentences:

1. Before Islam, the Arabs ---------- in all sorts of evils. (indulge)
2. The Holy Prophet (PBUH) did not ---------- preaching the message of God. (give up)
3. The Holy Prophet (PBUH) ---------- for Madina soon afterwards. (leave).
4. His enemies were ---------- for him everywhere. (look)
5. Many people of Madina ---------- Islam before the Prophet of Allah ---------- there. (accept, reach)
6. Madina ---------- the centre of Islam. (become)
7. Nobody stole anything even if it was ---------- by the roadside. (leave)
8. The message of Islam ---------- the Muslims to success in every field of life. (lead)
9. Everyone ---------- guidance in the message of Allah. (find)
10. Allah ---------- His message through the teachings of Prophet Muhammad (PBUH). (complete)

C. (a) Use of 'much' and 'many':

Examples:

i) He never does <u>much</u> work.
ii) Is there <u>much</u> rice left in the pot?
iii) I haven't <u>much</u> time.
iv) I didn't see <u>many</u> teachers in the meeting.
v) Were there <u>many</u> letters today?
vi) Not <u>many</u> people like to eat potatoes.

You will notice that 'much' goes with a singular word every time (rice, work, time), and 'many' with a plural (teachers, letters, people). In modern English this is a very strict rule: 'much' is always singular, 'many' is always plural.

Complete the following sentences with 'much' or 'many':

1. He didn't have ---------- difficulty with his work.
2. There are not ---------- people in Greenland.
3. Humble people never receive ---------- praise.

4. Did ---------- of the trees fall down during the storm?
5. The old man has not ---------- more days to live.
6. She will not be given ---------- prizes this year.
7. Not ---------- shops remain open during the night.
8. Was there ---------- trouble during the election?

(b) Use of 'There' and 'It'.

The introductory word there serves only to start a sentence, often one which states where the subject is located.

It is used as the subject in sentences about time, weather, distance, and identification.

Examples: There are two new books on the shelf.

It is ten o'clock. (It is used as the subject of time).

Fill in the blanks with it or there.

1. ---------- are many people at the platform.
2. ---------- is Mr. Akbar on the phone.
3. ---------- rained yesterday.
4. ---------- is Monday today.
5. ---------- is one kilometer to the station.
6. ---------- is a famous zoo in Lahore.
7. ---------- are visitors waiting in the hall.
8. ---------- did not snow last night.
9. ---------- is not fair to deceive others.
10. ---------- is very cold today.

D. Oral Exercise

1. You see your baby brother or sister reaching out for a burning candle. What will you do?
2. You find a purse left on one of the tables in the library. What will you do?
3. You are waiting to cross the road. You see a car coming fast. An old woman steps on the road. What will you do?
4. It starts raining on the way to school. What'll you do?
5. You are going to school. You remember you have forgotten to bring your pen. What'll you do?

E. Composition

Write a paragraph telling how you follow the teachings of Prophet Muhammad (PBUH) in your daily life.

---------- x x x ----------

NASIR'S NEW DRESS

Nasir's father was a poor man. He worked hard to earn enough for food and education of his children. His wife, Najma, also sewed clothes for others to add to the family income.

A few days ago Najma had received one hundred rupees for sewing dresses of her neighbours. Nasir knew about this and had been asking for a new dress since then. Nasir's father wanted Sabir, the younger child, to get new shoes. Sabir was also growing up and he was just a few inches shorter than Nasir. Sabir saw that his elder brother was very keen to have a new dress. He was willing to use his brother's old shoes. He could not bear to see Nasir unhappy. Their father had to give in at last.

Nasir went happily to a ready-made garments shop and soon returned with a new shirt and a pair of trousers. He had purchased the dress in great haste. On reaching home he went upstairs to try his new dress on. He found the trousers about two inches longer.

Nasir came downstairs where his mother and two sisters were doing house-hold work. "My new trousers are too long", he said, "They need to be shortened by about two inches. Would one of you do this for me, please. They are lying upstairs". Nasir did not wait for an answer and went out to visit his friends.

After a short while, Nasir's mother finished her work. She went upstairs and shortened the trousers by two inches. She did so hurriedly and returned downstairs. Her daughters were still busy. She didn't tell them what she had done upstairs and got busy with something else.

After meals, Nasir's elder sister remembered what Nasir had said. She was a kind and loving sister. She went upstairs in great haste and shortened the new trousers by two inches more. She was quite sure that Nasir would be pleased to see what she had done.

The younger sister had a lot of home work to do before going to bed. When she finished the homework, she went upstairs to iron her school uniform. She saw her brother's new trousers and remembered what Nasir had said. She took a pair of scissors, thread and needle and sat down to shorten the trousers.

Next morning when Nasir woke up, he looked very happy. He was thinking of his new dress. He wanted to show to his friends how smart

he looked in his new clothes. He began to whistle happily as he started putting on his new dress. You can imagine the look on his face when he put on the trousers. They were too short for him. He ran downstairs in anger and cried out, "I asked you to shorten my trousers by two inches!".

"Well, I did", said his mother.

"I did it too", said his elder sister.

"But it was I who did it so", said the younger one.

Nasir threw away the trousers. His eyes were filled with tears. Sabir picked up and put the trousers on. They fitted him perfectly.

The story gives us a lesson that selfishness is not liked by God.

EXERCISES

A. Read the story carefully and answer the questions given below:

1. How many persons are there in the family mentioned in the story?
2. Was Nasir's father a rich man?
3. Did Nasir care much for his brother and sisters?
4. How did Nasir's father agree to let Nasir have a new dress?
5. Was Nasir careful in the selection of the new dress?
6. What did Nasir find when he tried the trousers on?
7. What did Nasir's mother do when she finished washing?
8. Which of the sisters went upstairs first and why?
9. By how many inches were the trousers really shortened?
10. What moral do you get from the story?

B. Use of 'few', 'a few'; 'little', and 'a little':

'Few' and 'a few' are used with countable nouns (nouns which can be counted or which have plurals, e.g., books, pencil, roads, boys, trains etc). 'Little' and 'a little' are used with mass (uncountable) nouns (nouns which cannot be counted but are weighed or measured, e.g., cloth, milk, meat, wood, money etc.)

Examples:

i). Many successful people have <u>few</u> friends. (Meaning: They do not have as many friends as they should). (Negative sense).

ii) Many successful people have <u>a few</u> friends. (This is a fact).

iii) Most students have little money. (Meaning: They have less money than is desirable). (Negative sense).
Most students have a little money.

Fill in the blanks with 'few', 'a few', 'little', 'a little':

1. Mix the powder with --------- water.
2. Very --------- men have climbed Mount Everest.
3. --------- crows were flying round the house.
4. He is --------- worried about his examination.
5. A Muslim has --------- faith in magicians.
6. There were --------- difficulties, but I overcame them.
7. He ate ---------, and grew thinner and thinner.
8. There is very --------- chance of the sky falling.
9. Doctors recommended that we should eat --------- fish every day.
10. The house shook ---------, but did not collapse.

C. Structure Exercise

There are two ways of saying a sentence like: 'My bother gave (verb) me (indirect object) a book (direct object)' and 'My brother gave (verb) a book (direct object) to me (indirect object). In the second case we use a suitable preposition before the indirect object.

Rewrite the sentences in the second form using the given prepositions:

1. Bring me a glass of water. Bring a glass of water for me.(for)
2. I sold my friend a few old books. (to)
3. Farid told Anwar a funny story. (to)
4. Remember to buy me a ticket. (for)
5. Did you buy him a new dress? (for)
6. I gave Rashida a new pen. (to)

D. Use 'who', 'which' and 'that' as required to complete the following sentences. Remember: Pronouns like 'who' (and sometimes 'that') is used for humans; 'which' and 'that' are used for things:

Examples:

i) The lady who was here yesterday has gone to Ziarat.
ii) The letter which / that was received today is unstamped.

1. The chair --------- was broken is now mended:
2. The man --------- cut your hair did it very badly.
3. The boy --------- threw stones will be punished.
4. The pencil --------- is lying on the table is mine.

5. The butcher --------- sold me this beef always gives me good meat.
6. The pen --------- I lost was not a good one.
7. The museum --------- he visited is very famous.
8. The book --------- I was reading yesterday was a detective story.
9. Do you remember the person --------- sold this car to me?
10. Was the cap --------- you were wearing yesterday very expensive?

E. Oral Activity

The class may be formed into groups of 3 and the following questions may be asked:

1. Which subject do you like most? Tell us why?
2. Which subjects do you dislike . Tell us why?
3. What subjects would you like to read in the college?

---------- x x x ----------

AIR POLLUTION

Air pollution is one of the biggest problems of the modern world. The word "pollute' means to make dirty and unclean by harmful materials. Thus air pollution means making the air that we breathe, dirty and unclean by things like dust, smoke, harmful gases and chemical vapours.

There are two other kinds of pollution as well, namely, noise pollution and water pollution. Noise pollution is caused by the jet aeroplanes, industrial machinery, traffic, pressure horns and loudspeakers. This is slowly damaging our ears.

Our rivers, canals and lakes where we swim and from where we get drinking water and fish for our food are being polluted by industries and careless people who throw waste material into them. This, too, is dangerous for our health.

Air pollution is the result of burning oil, wood, coal and other things. These things are known as fuel. Fuel is used by buses, trucks, cars and rickshaws. The burning of fuel in them produces poisonous gases and black dust which is called 'soot'. The gases and soot go up into the air and make it dirty.

More and more countries of the world are setting up new factories to meet the needs of their growing population. Workshops and factories are built near big cities and towns because it is easier to take goods to the market from there. People come to factories for work in large numbers. They make the air 'dirty' by using oxygen and giving out carbon dioxide through breathing. They also need buses, rickshaws, cars and other carriers to take them from one place to another. A large number of trucks, trawlers and trains are used to carry goods from the factories to the market. These vehicles eject smoke in a large quantity. Sometimes the smoke is so thick that it is difficult to see things easily. This thick smoke pollutes the air.

Burning of fuel in kitchens, factories, mills and in vehicles on the road produces smoke. This smoke gets mixed up in the air. In winter season we use these fuels in our houses and offices for heating purposes. As a result there is a lot of air pollution in cities during winter.

In some parts of the world, forests are burned to clear the land for agriculture. Sometime forests catch fire by accident and the fire spreads far and wide burning down hundreds of trees. Oil wells, too, catch fire and send thick clouds of smoke into the air for months.

All the smoke from factories, trains, ships, cars, buses, kitchens, burning forests and oil-wells pollutes the air and makes life on earth difficult. Pollution of air causes diseases like colds, cough and diseases of eyes, heart and lungs. Pollution is not only dangerous for human beings but for plants and animals too.

Scientists all over the world are worried about this situation. They say that life on the earth is endangered by air pollution. Our earth has a layer of Ozone around it that protects it against extreme heat and harmful rays of the sun. Chemical gases and smoke are damaging the Ozone layer. Life on earth will suffer badly if this damage is not stopped. People of the world must work unitedly against this problem.

If people decide to fight this menace, life on earth can still be saved. Buses and cars giving out smoke should not be allowed to come on the roads. Only those factories should be allowed to work which cause the least pollution. Forests must not be burnt in any case. Electric trains and smoke-free ships should be used for carrying people and goods from place to place. This is how we can save life on the earth.

EXERCISES

A. Answer the following questions in the light of what you read in the lesson.

1. What is meant by air pollution?
2. What causes air pollution?
3. What is noise pollution?
4. Why are workshops and factories built near big cities?
5. Which diseases are commonly caused by air pollution?
6. Why do people in some parts of the world cut down forests?
7. What happens to the air when oil wells catch fire?
8. Why are the scientists so much worried about air pollution?
9. Why don't harmful rays and excessive heat of the sun reach our earth?
10. How can we lessen pollution and save life on earth?

B. Complete the sentences. Choose the correct answer.

Examples:

The boy --------- in the hall. Wake him up.

(a) sleeping
(b) is sleeping
(c) was sleeping
(d) slept

The boy is sleeping in the hall. Wake him up.

1. They --------- for you at the gate.
   (a) wait
   (b) are waiting
   (c) have waited
   (d) have been waiting
2. The children --------- television in their bedroom.
   (a) watch
   (b) were watching
   (c) are watching
   (d) watched
3. Hunger --------- the poor people.
   (a) killed
   (b) are killed
   (c) is killing
   (d) were killed
4. My brother --------- Please wait for him.
   (a) dresses up
   (b) will dress up
   (c) dressed up
   (d) is dressing up
5. The thief ran away when he --------- the policeman.
   (a) saw
   (b) was seeing
   (c) is seeing
   (d) was seen
6. By the time we arrived, the train ---------.
   (a) stopped
   (b) was stopping
   (c) has stopped
   (d) had stopped

7. Please sit down. The doctor -------- a patient.
   (a) examines
   (b) is examining
   (c) examined
   (d) has examined
8. I--------- my home work, so I cannot go out with you.
   (a) does
   (b) do
   (c) am doing
   (d) have done
9. I was happy because I ---------- the first prize.
   (a) win
   (b) have won
   (c) was won
   (d) had won

C. Mass (uncountable) Nouns:

Although most English nouns are countable (one chair, two chairs), there are many nouns that cannot be counted. These mass (uncountable) nouns are always considered singular, e.g.

Dressmaking is a difficult skill.
Mathematics is not an easy subject.

There are many categories of mass nouns. Some of them are as follows:

(a) Objects with no definite shape:
coffee, rain, oxygen, snow, cotton, wood etc.

(b) Abstract ideas, concepts or qualities:
beauty, honesty, freedom, love, trouble, peace etc.

(c) Fields of study, activities:
economics, football, teaching, learning, politics etc.

(d) Miscellaneous,mass nouns:
advice, furniture, edcuation, homework, money, equipment, machinery, information, news, traffic luggage, goods, etc.

Remember: Mass nouns do not take 'a' or 'an' before them. They are always considered singular.

Rewrite the following setences after making necessary corrections:

Example:

These informations will be quite useful.
This information will be quite useful.

1. These bad news will disturb them.
2. They bought new furnitures for their house.
3. This factory received the latest equipments from abroad.
4. The sceneries of Kaghan are worth seeing.
5. She got more informations today.
6. We caught a lot of fishes from the lake.
7. Our office was supplied fresh stationeries.
8. The entire machineries were damaged by the floods.

D. Oral exercise

What will be the effect in the following situations? Complete the second sentence.

Example:

Sadiq fell into the pool of water. He ----------.
He must be wet.

1. Jameela worked the whole day long. She ----------.
2. You put a lot of sugar in the milk. It ----------.
3. Rashid lost his purse. He ----------.
4. Anwar passed the test. He ----------.
5. The temperature outside is O°C. It ----------.
6. Aisha didn't eat anything before coming to school. She ----------.
7. The child fell down from the wall. He ----------.
8. The farmers had a good crop of wheat. They ----------.

E. Composition

Suppose you went on a picnic. There were dry leaves and bushes around the place. One of you threw a burning match stick on the leaves. Describe what would happen afterwards.

---------- x x x ----------

COME! LET US HOLD OUR HANDS TOGETHER

Yousuf Abbasi

Come! Let us hold our hands together!
As an immense human chain,
Let us take the dear earth
And all the creation
In our wide embrace.
Of universal love.

Come! Let us take the lead
To snuff out bush fires
Of fear and hate,
Of want and hunger
Erupting into wars
And atomic holocausts

Come! Let us free the earth!
From creeping shadows
Of 'green house' blight -
An outpour of hell
And omen of glacial flood.

The world is facing destruction on account of disunity, war, radiation and atmospheric pollution. The new generation has to solve these problems by their united efforts agaisnt all the evils.

Vocabulary

Line	Word	Meanings
2.	immense	very large, of great size.
5.	embrace	circle of attention
6.	Universal	spread everywhere
8.	snuff out	extinguish, put out.
12.	holocaust	a complete destruction
14.	creeping	slowly advancing.
15.	blight	disease, danger
17.	glacial flood	resulting from the melting of glaciers.

EXERCISES

A. Read the poem and answer the following questions:

1. What do you understand by the phrase 'immense human chain'?
2. Which factors generally disturb the peaceful life on earth?
3. What will be the effect on world temperature if the 'green house' problem is ignored.
4. Why is there the danger of severe floods in future?
5. Do you find some connection between this poem and the previous lesson?

B. Complete the following sentences by giving reason for the suggestions:

Example:

Let us go to the market.

Let us go to the market, because we need to buy new dresses.

Let us	go	for a picnic because the weather is --------
	go	indoors because the sun ----------
	give	them some money because ----------
	call	on our neighbours because----------
	not discuss	this matter because ----------
	not make	a noise because the child is ----------
	open	the window because----------
	wash	our clothes because----------

C. Change the following sentences into simple past tense using expressions like 'yesterday', 'a while ago', 'last evening', 'an hour ago' etc.

1. Shamim cleans the table.
2. Ali helps an old man.
3. The waiter serves food.
4. Hameeda writes interesting stories.

5. Anwar dives into the pool.
6. The gardener waters the plants.
7. The doctor examines the patients.
8. I talk to my friends on phone.
9. Kubra polishes her shoes.
10. The soldiers march on the road.

D. Complete the following sentences with suitable reflexive pronouns.

Example:

1. I did it ----------.
   I did it myself.
2. You did it ----------.
   You did it yourself.
3. She did it ----------.
   She did it herself.
4. Ali did it ----------.
   Ali did it himself.
5. We did it ----------.
   we did it ourselves.
6. Please, help ----------.
   Please, help yourself.
7. They did it ----------.
   They did it themselves.

Complete:

1. She made the dress ----------.
2. Riaz solved the problem all by ---------.
3. We enjoyed --------- at the party.
4. The guests helped ---------.
5. You should consider --------- lucky, if you pass the test.
6. They loaded all the trucks ---------.
7. The students solved the sums ---------
8. Don't worry. I shall wash the car ---------.
9. Do you think you can do this exercise ---------?
10. Students will carry their books ----------.

E. Composition

Write a letter to your friend telling him how you enjoyed your visit to a village/town.

---------- x x x ----------

NOOR'S BANK ACCOUNT

Noor looked very worried when he returned home after the morning prayers. His wife, Hajra, knew something was wrong.

"Is anything the matter, Noor? You look very upset," asked Hajra.

"Some burglars broke into the house of Juma Khan last night and took away everything," said Noor.

"Oh my God! Where was Juma Khan at the time?" enquired Hajra.

"He has gone to his in-laws to fetch his wife," said Noor.

"What a tragedy! The poor couple will die of the shock when they hear of it. Their daughter's marriage was set for next Thursday. What will they do now?" Hajra was really grieved. She was almost moved to tears.

"That's what pains me most," said Noor. "I'm worried about our own money. What if we are the next victims?" said Noor anxiously. He was deeply concerned about his money which he had stuffed into his pillow for safety.

"God forbid, if it happens to us, we'll be ruined." The thought of the possible danger worried Hajra. "Why don't you do something about it?" she asked.

"I'm seriously thinking about it,". Noor sat on the bed wringing his hands anxiouly.

"Bano told me the other day that her husband works in a Bank in Khuzdar and that it is very safe to keep money with them. Why don't you go there and deposit the money in the bank? she added.

"I think you're right. I will do this the first thing in the morning," Noor felt relieved. He carefully checked the pillow which was lying on his bed, to make sure that the money was there.

Noor went to bed early that night but he could not sleep. He kept turning sides on his bed in anxiety. A slight noise would alarm him and he would go round the house to check if all was well. Sleep did come to him sometime early in the morning when his wife woke him up for breakfast. He washed hurriedly, had his breakfast and left for the bus stop to leave for Khuzadar. He put the money in a bag and tied it round his waist with a band.

Bano's husband was his childhood friend. She had given him his

address and he had no difficulty in finding the Bank. Bano's husband helped him in depositing his money with the bank. Noor was very happy and satisfied when he handed over the money to the cashier. He felt relieved as if a burden had been taken off his mind. That day he stayed with his friend, went round the town and bought some gifts for Hajra and the children. He returned to his village the next day.

A year later Noor went to the city again. He visited the bank and asked for his money. Somebody helped him write out a cheque.

"How much money do you want to draw?", he was asked.

"I want my five thousand rupees," replied Noor.

The man filled the amount in the cheque and Noor signed it. Then he presented the cheque to the cashier. The cashier paid him the amount. Noor counted the notes. He looked quite satisfied and handed the money back to the cashier.

"Thank you. Put the money back in the bank. I do not need the money for the present," said Noor.

The cashier was surprised.

"Excuse me, Sir. Will you please tell me why you took the money out from your account, if you didn't really need it?" asked the cashier "Certainly," replied the old man.

"I just wanted to make sure that my money was safe and the bank had not spent it."

EXERCISE

A. Answer the following questions:

1. Why did Noor look so upset when he came home after the morning prayers?
2. Whose house had been burgled the previous night?
3. Where was Juma Khan at the time?
4. What worried Noor most after he learned of the burglary?
5. What did his wife Hajra suggest to him?
6. Did Noor agree with his wife? Why?
7. Why couldn't Noor sleep during the night?
8. Where in the house had Noor kept his money.
9. Who helped him deposit money in the bank?
10. Why did Noor withdraw the entire amount a year after?

B. Fill in the blanks with 'on', 'in' or 'at' as required:

1. "It all started ---------- Friday," he said.
2. Everything was fine ---------- the morning.
3. Then, ---------- noon, I went to bazar to buy some fruit.
4. ---------- what time does your school close?
5. Akbar found me lying ---------- the kitchen floor in a pool of blood.
6. ---------- Saturday next, we propose to send our luggage to Ziarat.
7. He went to the Bank ---------- the afternoon.
8. ---------- 5 in the afternoon, I began to feel better.
9. There was a big crowd ---------- the hall.
10. We will meet them ---------- the station.

C. (a) Change the narration:

Example:

The clerk said, "May I help you, Sir" ?

The clerk asked respectfully if he might help him.

1. Noor said, "Can I open my account in this bank?"
2. The clerk said, "Did you bring the cash box in?"
3. He said to the taxi driver, "Is there a good hotel nearby?"
4. The teacher said to me, "Didn't I tell you not to open the door?"
5. My friend said to me, "Will you accompany me to the hospital?"
6. The doctor said to her, "Did you eat anything sour?"
7. His father said to you, "Will you help my son in his studies?"
8. "Do you take the medicine regularly?" said the nurse.
9. He said to us, "Are you getting ready to go with me?"
10. Nasima said, "Will you buy me a new dress, mother?"

(b) Use of modals, must, can, ought.

A small but important group of verbs called modals–helping verbs, are often used with other verbs to modify or add to the meanings of the main verb. Three of them are:

must, can, ought

Examples:	**Meanings**
He must speak my language.	He probably speaks it now. It is necessary for him to speak it.
She can read Arabic well.	'Can' is used to talk about the ability to do some thing in the present.

He ought to come in time. "Ought' is used to express action which is advisable or obligatory.

Fill in the blanks with any one of the following as required.

must, can, ought

1. Children ---------- learn their mother tongue easily.
2. We ---------- obey our parents.
3. You ---------- to help the needy.
4. Soldiers ---------- obey orders.
5. You ---------- pass the examination if you work hard.
6. You ---------- not make so much noise.
7. The baby is crying. She ---------- be hungry.
8. She ---------- to finish her work in time.
9. You ---------- speak the truth.
10. He ---------- to have obeyed his elder brother.

D. Remember: We add 's' or 'es' to the verb in the present tense when the subject is third person (he, she, it) in the singular.

Example:

He hates dogs but loves cats as pets.

This watch stops working everyday.

It rains everyday and she likes to go out for a walk.

(a) Rewrite the following sentences by changing the subject into singular and the verbs accordingly:

Example:

They wash their hands and dry them on a towel.

He washes his hands and dries them on a towel.

1. They build houses that cost a lot of money.
2. My brothers work in Quetta; they buy and sell carpets.
3. They sit on the benches and watch the children playing.
4. Do these men work in the morning and rest in the afternoon?
5. They never find the books they lose.
6. These sofas seem very comfortable but they look very old.
7. These ladies like meat but do not like fish.
8. These officers have breakfast at eight o'clock and eat their lunch at half-past one.

(b) Change the following passage into present tense:

The man filled the amount in the cheque and Noor signed it. Then he presented the cheque to the cashier. The cashier paid him the amount. Noor counted the notes. He looked quite satisfied and handed the money back to the cashier.

E. Ask the students to imagine that they have received a cheque for Rs 5000/- as a special prize from the Bank. Fill in the deposit slip (to open an account) and then write a cheque to withdraw some amount.

X.Y.Z. Bank Limited _____ 19 __

CURRENT A/c No.

FOR CREDIT OF CURRENT ACCOUNT TITLED

PARTICULARS	AMOUNT
BY CASH	
BY CHQ. No.	
" " "	
" " "	
Rupees ____ Total Rs.	

No. 780001

Received by

X.Y.Z. Bank Limited _____ 19 ____

FOR CREDIT OF CURRENT ACCOUNT TITLED	CURRENT ACCOUNT NUMBER

PARTICULARS	AMOUNT
BY CASH	
BY CHEQUE No. ON	
" " " "	
" " " "	
Rupees _____ TOTAL Rs.	

No. 780001

Deposited by

Received by

Facsimile of a Bank Deposit Slip

CHEQUE NO 02405941

_____ 19 ____

FOR _____

	Rupees	Ps.
Balance		
Deposit		
Total		
This cheque		
Balance		

ACCOUNT NO 5570 94 CHEQUE NO 02405941

_____ 19 ____

PAY _____ OR BEARE

RUPEES _____

_____ RS.

X.Y.Z. Bank Limited

URDU BAZAR BR. QUETTA.

Facsimile of a Cheque.

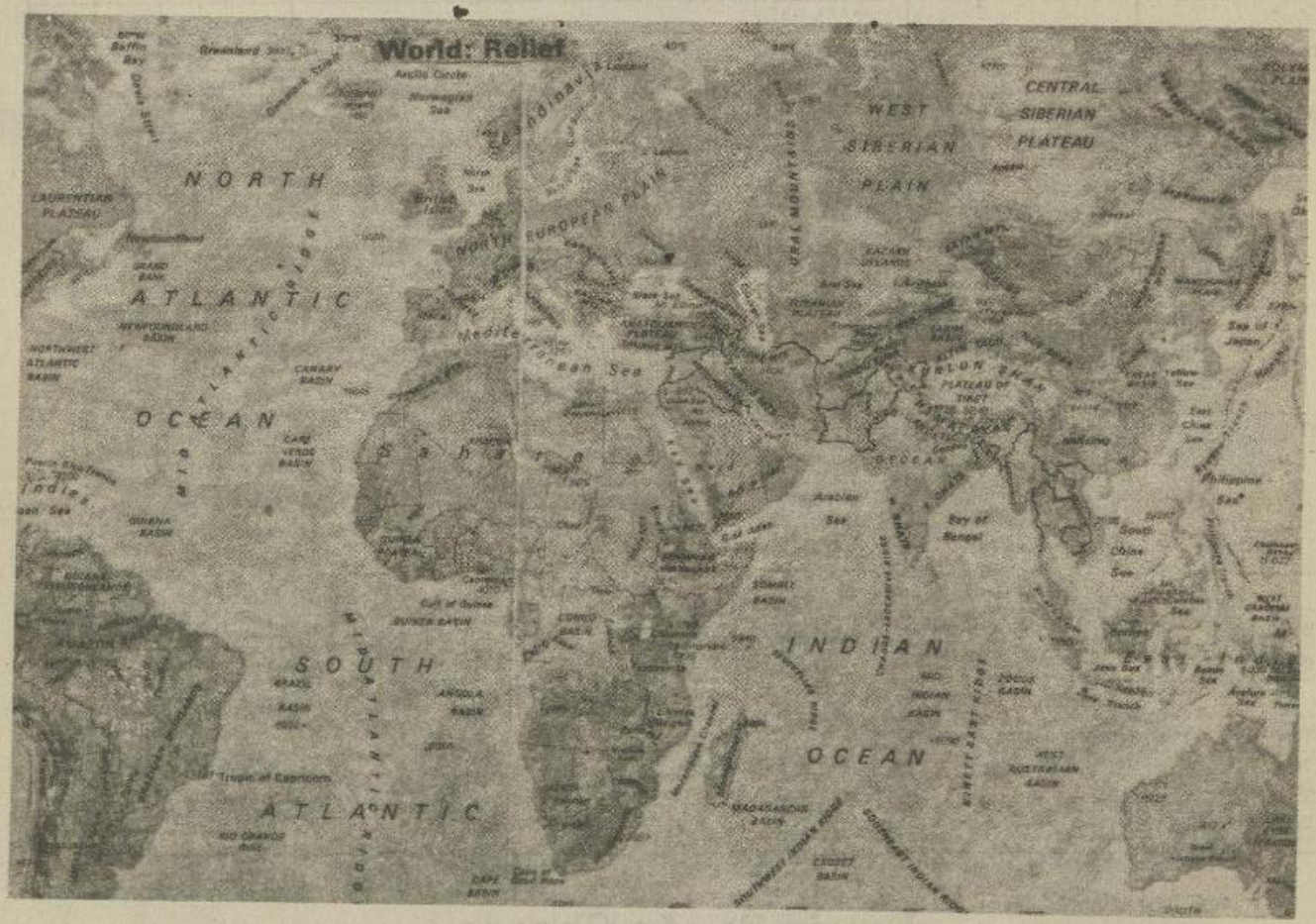
F. Oral Activity

Form groups and ask one another how to deposit money and write cheques.

---------- X X X ----------

OUR EARTH

The Earth on which we live is a beautiful planet. It is moving around the Sun. Nine planets are revolving round the sun at different distances. The Earth is third in order of nearness to the Sun. It is made up of land and oceans. More than two third part of our Earth is covered with water. On the land, there are mountains, plains, rivers and deserts. Plants, birds, animals and people are found on earth.



Physical map of the earth

It is not certain how the Earth came into being. Some people think that it began as a huge ball of gas and dust. The ball became smaller as the gases and dust pressed closer. Gradually the gases disappeared and masses of solid matter were left behind. These masses finally combined together to make solid earth.

Some other scientists think that our earth is a broken piece of the sun. It broke away from the sun alongwith the other pieces as a result of an accident. Those broken pieces have been circling round the sun since then. In the beginning all the broken pieces were as hot as the sun. Gradually they began to cool down and took the present shape and form.

During the process of cooling down, the outer surface of the earth shrank. Some parts of the surface rose higher and became mountains. Some parts went lower and became valleys while some others remained level and became plains.

Oxygen and Hydrogen were mixed together to form water which turned into steam that rose up to make clouds. The clouds cooled down and rain fell on the earth's surface. In this way rivers, lakes, oceans and seas were formed.

In the course of time plants grew on the surface of the earth. Some of the plants grew up to become trees. Then appeared various animals and human beings in different parts of the world. They use oxygen for breathing. All living beings give out carbon dioxide which is used by the plants and trees which in turn give out oxygen. In this way trees and plants help in maintaining the supply of oxygen for the animals and human beings.

Man has worked hard to make the earth look more beautiful. by building cities and bridges, and by growing plants and trees and crops. Man has made the earth a charming home for himself. Allah has blessed him with success in his efforts. We should be grateful to Allah for His kindness.

EXERCISES

A. Answer the following questions:

1. How many planets are there in our solar system?
2. How much part of our earth is not covered with water?
3. How did our earth come into being?
4. Is our earth a broken piece of the Sun? If so, how did the breaking take place?
5. How did the mountains appear on the surface of the earth?

6. How were rivers, lakes, seas and oceans formed on the earth?
7. Which gas is used when animals and human beings breathe in?
8. Which gas is emitted when we breath out?
9. How has man helped in making the earth look more beautiful?

B. Complete the following sentences, choosing the most suitable word from the list given below.

grateful, blessed, plains, joined together, collected, home, worked hard, grew, beginning, beautiful, covered,

1. The earth is a ---------- planet.
2. More than two thirds of our earth is ---------- with water.
3. In the ---------- the earth was not so beautiful as it is now.
4. These masses at last ---------- to make solid earth.
5. Some parts of the earth remained level and became ----------.
6. Wild plants ---------- on the surface of the earth.
7. Man has ---------- to make the earth look more beautiful.
8. Man has made the earth a charming ---------- for himself.
9. Allah has ---------- man with success in his efforts.
10. We should be ---------- to Allah for His kindness.

C. Change the narration in the following:

Example:

He said to me, "What is your name?"

He asked me what my name was.

1. Aslam said to me, "How are you?"
2. Razia siad to Nasima, "Where did you keep my bag?"
3. The teacher said, "Why have'nt you done your homework, Bashir?"
4. The pilot siad to the control tower, "Which runway should I use for landing?"
5. The patient said, "Doctor, for how long do I have to be in bed?"
6. The student said to the teacher, "What are the effects of air pollution on our health?"
7. Zubaida said, "Madam, how did the earth come into being?"
8. The child said to his mother, "When will the children's programme be telecast?"
9. He said to me, "When did you arrive in Zhob?"
10. The passenger said to the booking clerk, "When does the next flight leave for Turbat?"

D. Word Forms

Choose the correct word form for each of the following:

1. Discover. discovery, discovered, undiscovered.
   a. There is very little ---------- land in the world.
   b. The ---------- of a new planet would be very exciting.
   c. America has been ---------- three times.
2. Opposite, opposition, oppose.
   a. The car suddenly turned in the ---------- direction.
   b. Our team had to face strong ----------.
   c. Do you plan to ---------- the new scheme.
3. Encourage, encouragement, courageous.
   a. Everyone needs some ---------- in life.
   b. I had never met such a ---------- fellow before.
   c. We should ---------- each other to work hard.
4. Confidence, confident, confidently.
   a. Our nation gained ---------- after the 1965 war.
   b. After early success he worked more ----------.
   c. He is ---------- of his success in the examination.
5. Ease, easy, easily.
   a. He found the questions quite ----------.
   b. You can solve this question with ----------.
   c. Success in life cannot be found ----------.
6. Soft, softness, soften, softly.
   a. The ---------- of his words charmed me.
   b. The nurses walked ---------- in the ward.
   c. Nothing can ---------- the effect of your harsh words.
7. Danger, dangerous, endanger.
   a. This clash can ---------- the peace of the whole country.
   b. There was the ---------- of attack in the darkness.
   c. Air pollution is very ---------- for our health.
8. Add, additional, addition.
   a. Was there any ---------- to his income?
   b. An ---------- block has been built in the office.
   c. The new block will ---------- to the beauty of the building.
9. Collect, collection, collective.
   a. This is a ---------- of short stories.
   b. They made ---------- efforts and succeeded.
   c. My friend forgot to ---------- his books.

10. Attend, attention, attentive.
    a. Will you --------- the meeting, sir?
    b. Pay --------- to what I say.
    c. He was not very --------- in the class.

E. Active and Passive Voice:

(a) Look at these two sets of sentences:

1. The army is attacking.
   The army attacked.
2. The army is being attacked.
   The army was attacked.

In the first set we see that it is the army which is performing the action (attacking). In the second we find that it is not the army that is performing the action but that the action is being performed (being attacked) on the army.

"is attacking" or "attacked" is active.

"was attacked" or "is being attacked" is passive.

(b) Look at these two sentences:

1. He fell on the ground.
2. She arrived late.

The verbs 'fall' and 'arrive' stand for actions which cannot be performed on anything or anybody; i.e., you cannot say 'fall anything' or 'arrive anybody'. These verbs can take no object. Verbs like these are called INTRANSITIVE. Others, like 'attack' above, are called TRANSITIVE because they take an object. ONLY TRANSITIVE VERBS HAVE A PASSIVE VOICE.

Say whether the verbs in the following sentences are transitive or Intransitive:

1. He runs very fast.
2. Children liked the magic show.
3. The sun shines in the East
4. Fish swim in the water.
5. We never tell a lie.
6. The lion roars at night.
7. My students work very hard.
8. Nasima is drawing a map for the class.
9. Nasir cannot solve these questions.
10. Vegetables grow very fast.

E. Change the following into passive voice:

Examples:

1. Most children love animals. (Active Voice)
   Animals are loved by most children. (Passive Voice)
2. The child ate a piece of cake. (Active Voice)
   A piece of cake was eaten by the child. (Passive Voice)

1. Fatima feeds the white cat.
2. He always reads good books.
3. The gardener waters the plants.
4. The examiner checked the papers.
5. The labourers repaired the road.
6. He wrote a wonderful story.
7. People always admire such pictures.
8. She cut her finger with a knife.
9. People speak English all over the world.
10. Students mustn't (must not) take these books away.

---------- x x x ----------

MAN'S HIDDEN ENEMIES

A fruit seller with his stall by the roadside was selling water melons. He was cutting ripe red pieces of water melons and piling them up on a block of ice. It was a hot day and the cold juicy pieces of water melons caught the eye of the passers by. Some people were buying and eating the cut fruit nearby.

Nazar and his uncle passed by that way. Nazar went to the fruit stall to buy some slices of water melons but his uncle called him back. Nazar was surprised. He wanted to spend his money. The pieces of water melon looked so fresh and ripe. Those were pieces of the best water melon in the stall. Nazar was unable to understand why his uncle had stopped him. He looked at his uncle in surprise.

His uncle said, "Come. We shall buy fruit from some other shop."

"But the fruit here is fresh and juicy. It must be cold too because it is lying on a block of ice. Why shouldn't I buy it here?" asked Nazar.

He was quite unhappy for not being allowed to buy the sliced fruit.

His uncle said, "Let us go back to the stall. I want you to examine the sliced pieces of water melon.

As they turned back and reached the stall, his uncle said, "Now look at the sliced pieces of water melon, closely. They are not covered." He pointed at the flies on them. Soon after a truck passed by and a cloud of dust rose up. Nazar and his uncle covered their faces to save themselves from the dust. Then they went to a nearby park and sat down on a bench.

Nazar's uncle said, "Do you understand why I didn't let you buy that fruit?" Nazar looked up in surprise. His uncle continued, "Firstly there were flies on that sliced fruit. Secondly the dust from the road was settling on it. We must not eat anything with flies sitting on it. The flies sit on dirty things which have germs in them. The germs stick to the legs of the flies and when they sit on uncovered food, the germs get deposited on it. When we eat such food, they enter into our bodies and make us sick".

"But I didn't see any germs on the sliced fruit," remarked Nazar.

"Germs are so small that we cannot see them with naked eyes. They can only be seen through a microscope", replied his uncle. "You

must have seen a microscope in the science-room of your school".

"Yes, uncle. I have seen a microscope and used it too. It shows things many times larger than they actually are," said Nazar.

"If you see these slices of fruit through a microscope, you will see the germs on them", said uncle.

Nazar asked, "Are germs carried only by the flies, uncle?"

"No", replied his uncle. "Germs move from place to place in many ways. They fly up with the dust, and settle on uncovered things. Sometimes they stick to our hands and clothes and enter the body. Mosquitoes also carry the germs and enter them in the body when they bite a person. Once the germs go into our bodies, they make us sick".

"I understand that germs are dangerous for health. Uncle, what should we do when the germs make us sick?" asked Nazar.

"In that case we should go to the doctor. Medicines help us kill the germs. At the same time we should be careful that such germs do not enter into our bodies. We should always eat clean food, drink clean water and keep our bodies and dress clean. We must wash our hands before eating anything. Islam teaches us that cleanliness is liked by Allah."

EXERCISES

A. Answer the following questions after reading the text:

1. Why did Nazar go to the stall?
2. Why was Nazar surprised when his uncle did not let him buy sliced fruit?
3. What did his uncle say when Nazar wished to buy the sliced fruit?
4. Why did Nazar become unhappy?
5. What did Nazar and his uncle do when dust rose up by the passing of the truck?
6. Why can't we see the germs without a microscope?
7. How do the flies carry the germs?
8. How do the germs enter our bodies?
9. What should we do to check the germs from entering our bodies?
10. What does Islam teach us about cleanliness?

B. Vocabulary

Choose the best words to complete the following sentences. Use each word only once.

Settle, microscope, juicy, questioningly, drew back, surprise, uncovered, dangerous, ordinarily, examine.

1. We cannot see the germs ----------.
2. Nazar looked up in ----------.
3. Germs are ---------- for health.
4. Fruit looked very fresh and ----------.
5. They ---------- to save themselves from the dust.
6. Nazar looked at his uncle ----------.
7. You must have seen a ---------- in the science room.
8. I want you to ---------- the sliced fruit.
9. Flies sit on ---------- food.
10. Germs fly up with the dust and ---------- on things.

C. Oral Work

One member of the class plays the role of a robot. Other members of the class must tell him what to do. The orders given to the robot must contain a time word. Here are some sentences you can use:

Now ..... (carry my bag to the table).

First ..... (stand up near the .....) then (walk to door), (turn to the right), ... Afterwards ..... Next ..... lift the chair etc.

The teacher asks another member of the class to say what the robot did. The student would reply like this:

First he carried the bag to the table .....
.....
.....
.....

D. (a) Form nouns from the following verbs:

Invent, decide, meet, operate, think, prepare, attract, resign, please, save.

(b) Use the verbs given above in your own sentences.

E. Change the following into passive voice:

Example:

We write letters.

Letters are written by us.

1. Naseem builds a house.
2. She washes clothes.

3. The teacher teaches the class.
4. Pilots fly aeroplanes.
5. Germs cause diseases.
6. My parents guide me.
7. You buy fruit everyday.
8. We recite verses from the Holy Quran.
9. They do not encourage me.
10. We respect our elders.

F. Write a letter to your younger brother telling him the risks of eating uncovered food. Advise him to wash his hands before every meal.

(Address of the writer)

March 20, 1993.
Month, Date, Year

Salutation,

---------- Body of the letter ----------

Yours,

---------- x x x ----------

TWO WORDS OF WISDOM

Here is a problem for you to solve.

Many years ago, there was a richman who had two sons. The sons enjoyed good food and all the comforts of life. They did not pay much attention to their studies and showed no respect to their elederS. They were rude to their mother and refused to obey their father. Wealth and comforts had spoiled them. When they grew up, they did not show any interest in their father's work and spent all their time riding their horses and enjoying themselves.

The richman was very worried. He wanted his sons not to waste time, but to understand its importance. His sons did not pay any attention to what he said.

One day the richman fell ill and his doctors told him that he didn't have long to live. The richman sent for his two sons and told them that all his wealth would belong to one of them after his death, but he could not make up his mind as to who should be his heir.

"I have a friend who is a lawyer in the capital", said the rich man to his sons. "I've sent him all the papers of my property. You'll be given only one hundred rupees each and will be allowed to take your horses along. I want you to start riding towards the capital tomorrow morning. The one whose horse arrives there the 'last', shall inherit all my property."

Next morning they set on their jounrey, but were very slow. They were going side by side but neither of them wanted to go ahead. They chose a very long and difficult route which didn't go directly to the capital. They hardly covered two kilometres a day. They enjoyed a long rest at noon under the shady trees by the side of a small stream. Their horses had plenty to eat and enough water to drink but their own funds of one hundred each did not last a week. They had never learnt to spend wisely.

After a week they had no money left with them and they had nothing to eat. Nobody was willing to give them free food. Everyone told them to be ashamed of themselves. They were young and healthy, so they must work to get food. They were forced by hunger to seek work. A farmer asked them to dig a drain from the well to his fields in return for food. They found the work very hard and tiresome but hunger made them work.

After six months, they were further away from the capital than they were on the first day of their journey. Their dresses were torn and their shoes needed repairs, but they did not spend their hard-earned money. It was really very precious to them.

In a small town, they began to work with a merchant. They worked really hard now. They often remembered the good old days when they had no worries and enjoyed all the comforts. One evening the elder brother said to the younger, "Now I understand how difficult it is to earn. We never thought of our father. He worked hard day and night to make a fortune for the family." The younger one agreed and said, "Yes, I too understand the importnace of work and actually hard work now gives me pleasure. Our father wanted to teach us a lesson. He knew that neither of us would want to ride his horse into the capital first and we would be forced to do some work. So he set this problem for us."

"I don't see any solution. We'll have to work all our lives without getting our father's property", said the elder brother.

The merchant was very happy as the two brothers had served him well. He wanted to know who they were and from where they had come. The brothers told him their story. The merchant smiled and said, "There is a simple solution to the problem".

"Do you mean to say that you can tell us how to finish this race quickly?" asked the two young men.

"Certainly", he replied and then he spoke two words.

No sooner had the merchant spoken the two words, then the youngmen jumped on the horses and rode towards the capital as fast as they could.

If you cannot guess these words, you'll find the two words at the end of the exercises to this lesson.

EXERCISES

A. Answer the questions.

1. Why were the rich man's sons spoilt?
2. What made the rich man worried?
3. What happened to the rich man?
4. Why did the richman send for his two sons?
5. Which of the two sons would inherit the rich man's property?

6. Why did the sons choose a long route and why did they move very slowly?
7. Why didn't their money last more than a week?
8. What did the sons do to get their food?
9. What lesson did their father want to teach them?
10. Why was the merchant very happy with the two brothers?
11. What were the two words spoken by the merchant?
12. What did the youngmen do on hearing those two word?

B. Complete each sentence choosing the correct word.

Willing, really, served, solution, ashamed, certainly, importance, hardly, rudely, enjoyed.

1. The sons ---------- good food and all the comforts of life.
2. They often talked to their mother ----------.
3. He wanted that they should understand the ---------- of time and money.
4. They ---------- covered 2 kilometres a day.
5. Nobody was ---------- to give them free food.
6. Everyone told them to be ---------- of themselves.
7. They worked ---------- hard now.
8. The two brothers had ---------- him well.
9. There is a simple ---------- to his problem.
10. "----------," he replied and then he spoke two words.

C. Change into Passive Voice.

(a) Example:

Nasima recited a poem.

A poem was recited by Nasima.

1. Ali played hockey.
2. They narrated a story.
3. The students welcomed their headmaster.
4. He knew the truth.
5. Farida cooked rice.

(b) Change into Indirect Speech.

Example:

He said to me, "Give me a pen, please".

He requested me to give him a pen.

1. The teacher said to the student, "Show me your note book".
2. Father said to his son, "Always help the needy."
3. The blind man said, "Help me cross the road."
4. The ticket examiner said to the passenger, "Show me your

ticket, please."

5. The doctor said to the patient, "Take these tablets twice a day."

D. Structure: Have and have got

Examples:

I have poor eye sight. I have got poor eye sight.

"I have" is usually contracted in speech and informal writing.

I've got poor eye sight.

We can make questions in two ways.

Do you have diaries? No, I don't have any.

Have you any diaries? No, I haven't got any.

"Have got" is used only in the present.

He has a problem.

He's got a problem.

He had a problem last year.

He'll have a problem next year.

Fill in the blanks with 'have', 'have got', 'haven't got', 'will have', 'had'.

1. I ---------- a headache.
2. Do you ---------- aspirins?
3. No, I ----------.
4. Have you ---------- biscuits?
5. No, I ---------- any.
6. He ---------- a stomachache yesterday.
7. She ---------- her examination next month.
8. ---------- you ---------- a story book?
9. No, I ----------.
10. I ---------- many stamps.

E. Simple Nouns

The following nouns are used in singular form and take a singular Verb. Use them in your sentences.

information, scenery, bread, apparatus, furniture, homework, clothing, thunder, rice, traffic, news, lightning.

F. Write complete setences like the example. Use the appropriate tense of the verb in column 2 to agree with the word in column 3 and the tense of the main verb in column 1.

	1	2	3
1.	say that	read the lesson	right now

Naseema says that she is reading the lesson right now.

2. say that	study the lesson	yesterday
3. said that	study the lesson	tomorrow
4. think that his friend	come	tomorrow
5. know that his friend	come	tomorrow
6. knew	pass the examination	yesterday
8. tell me his sister	go to the party	to-night

---------- x x x ----------

Two words = Change Horses

THE MAN OF LIFE UPRIGHT

The mand of life upright.
Whose guiltless heart is free
From all dishonest deeds,
Or thought of vanity:

The man whose silent days
In harmless joys are spent,
Whom hopes cannot delude
Nor sorrow discontent:

That man needs neither towers
Nor armour for defence,
Nor secret vaults to fly
From thunder's violence:

He only can behold
With unaffrighted eyes
The sorrows of the deep
And terror of the skies.

Thus scorning all the cares
That fate or fortune brings,
He makes the heaven his book
His wisdom heavenly things:

Good thoughts his only friends,
His wealth a well-spent age,
The earth his sober inn,
And quiet pilgrimage.

(Thomas Campion)

Word Explained

Upright:	Just; honest.
guiltless:	sinless; innocent
deeds:	actions

vanity:	false pride
delude:	deceive
discontent:	dissatisfaction
towers:	a fortress
vaults:	underground rooms for personal secuirty
behold	watch; see
unaffrighted:	not afraid of, fearless
deep	deep seas, oceans
scorning:	disregarding
fate or fortune:	luck
sober:	serious
inn:	a temporary rest house
pilgrimage:	a holy journey

EXERCISES

1. Enumerate the qualities of the man of life upright.
2. What in your opinion, is a life well-spent?
3. Use the following words in sentences of your own:
   vanity, discontent, unaffrighted, sober, pilgrimage.

---------- x x x ----------

MEHAR GARH

The areas which now make Pakistan are very important in the history of mankind. The ruins of Mohenjoedaro and Harappa prove that people lived in these areas more than 5000 years ago. Mohenjo-Daro is situated in the Sindh province on the right bank of River Indus. The broken pieces of pots, toys, ornaments and bricks found at Mohenjodaro tell us a lot about the people of that age. They were very clever people. They built large buildings. They made beautiful things and they were good farmers.

Harappa is situated in the province of Punjab by the River Ravi. Objects found at the ruins of Harappa show that the people were civilised thousads of years ago. They were good artists and good farmers. They made beautiful toys and ornaments. They knew methods of agriculutre and grew foodgrains on their fields.

Today there are vast areas in Balochistan where few people live. In the vast plains of Kachhi district, no trees or bushes are found for miles. But thousands of years ago, this area was quite fertile. We come to know this by looking at the objects found at Mehar Garh.

Mehar Garh is a small town situated at the end of the Bolan Pass. Like Mohenjodaro and Harappa, it is also situated on the bank of a river, Nari-Bolan in the plains of Kachhi which are spread upto the Indus Basin.

Some years ago, a French expert visited Mehar Garh. There he found pieces of old pottery which were even older than those discovered at Mohenjodaro and Harappa. When he went back to his country he told the world about his discovery. Next time he came back to Pakistan with a team of experts. He started digging at many places with the help of the people of the area. They succeeded in digging out some precious stones like emeralds and some objects made of lead and copper. Those stones and obejcts were 7000 years old. The precious stones were discovered along with human bones. It showed that the dead were buried along with their ornaments. Most of the ornaments discovered were made of blue coloured stone. A statue made of lead was also dug out from a grave.

Another important discovery was a copper statue which dated back to 6000 years B.C. These precious stones must have been brought from far away places. It shows that the people of Mehar Garh travelled far

and wide 7000 years ago. They were traders. They carried goods of their own area on camels to other places, and brought things from other countries like Central Asia and China.

The discovery of statues and metal objects proves that people used fire even 7000 years ago. They not only cooked their food but also heatd up the metals and formed them into shape.

The people of Mehar Garh also knew farming. Some of them grew grains in their fields. They also made beautiful clay pots. The designs and shapes of their pottery show that they were intelligent people.

The discovery of the ruins of Mohenjodaro, Harappa and Mehar Garh has made Pakistan an interesting and importnat country. Those who wish to study the ancient history come to Pakistan from all over the world.

Pakistan enjoys an important position in the field of human culutre and civilisation.

EXERCISES

A. Read the text and answer the following questions:

1. Where is Mehar Garh situated?
2. Who came for digging for the first time in Mehar Garh?
3. What was found at Mehar Garh?
4. What was buried along with the dead?
5. Name two things discovered as a result of digging at Mehar Garh.
6. How do we come to know that the people of Mehar Garh travelled far and wide 7000 years ago?
7. Why is Mehar Garh an important place now?

B. Vocabulary

Complete the sentences. Choose the suitable words to complete each sentence. Use each word only once.

Digging, grain, ornaments, discovery, shape, artists, precious, clever, visited.

1. They were very --------- people.
2. The French expert started --------- at many places.
3. Some years ago, a French expert --------- Mehar Garh.
4. The --------- stones were discovered along with human bones.
5. The --------- were also buried with the dead.

6. The --------- of statues and metal objects proves that people used fire even 7000 years ago.
7. They not only cooked their food but also heated up the metals to --------- them into ornaments.
8. Some of them grew ---------- in their fields.

C. **(a) All countable nouns, in the singular, take 'a' or 'an' before them. 'An' is used before nouns (or words) beginning with a vowel sound, e.g.,**

I saw an elephant in the zoo.
He gave me a book to read.

(b) Use of 'the', the defintite article:

When something has not been mentioned before, use 'a' or 'an', but if it has been mentioned before then always use 'the' before it, e.g.

There is a sharpener and a ruler on this table. I am going to buy a shirt. The shirt which I buy must be blue and must have two pockets.

Rewrite the following passage providing 'a', 'an' and 'the' where necessary:

Jalal has large black dog. Dog's name is Tiger. Dog is Gemran shephard. German shepherds are very intelligent. Jalal gives dog meat and bones. Jalal takes Tiger for walk in park every day. Tiger enjoys walks. They meet old man in park.

(c) 'Some' and 'any' are indefinite articles and are used for both countable and uncountable nouns. 'Some' is generally used in positive sentences and 'any' in questions and negatives with 'not', e.g.

I saw some boys in the room.
Has he any money left?
She didn't pay me any money.

(Never say: 'There is no any school in our village').

Fill in the blanks with 'a', 'an', 'the', 'some', 'any', and 'and' where necessary:

1. Take ----- umbrella with you to ----- office. It may rain.
2. Jack and Jill went up ----- hill to fetch ----- pail of ----- water.
3. He always drinks ----- cup of tea after ----- meals.
4. We had ----- party at ----- new club last night.
5. I want ----- kilo of rice, ----- sugar and ----- bottle of vinegar.
6. There is ----- tea in the pot but there isn't ----- sugar.

7. you can take these bananas if you want -----. I can give you ----- fresh apples too. Do you want -----?
8. If you need ----- more biscuits you will have to buy ----- from the store. There aren't ----- left in the kitchen.

D. (a) Definite Article

"The" is called the definite article. We use 'the' with specific or familiar objects, persons or incidents

The post office is on Lytton Road. (Specific Singular).
Akbar is looking for a post office. (Non-specific Singular)
The new airmail stamps are beautiful. (Specific Plural)
You can buy stamps in post office. (Non-specific Plural).

Fill in the blanks in these sentences with 'the' or 'a' where necessary.

1. ---------- wind is blowing hard.
2. ---------- post offices are usually closed on Friday.
3. ---------- postman in Khaki uniform is walking in ---------- rain.
4. postmen have a lot of trouble with ---------- dogs.
5. He hates ---------- cats.
6. Even on Saturday, ---------- postmen have to deliver the mail.
7. She is taking care of ---------- children.
8. ---------- cat does not bother ---------- mailman.

(b) Change into Indirect Speech.

Example:

Mother said, "May you prosper, my son!"
Mother prayed that her son might prosper.

1. The old man said, "May you live long, young man!"
2. Father said to me, "May you pass the examination!"
3. He said to the patient, "May you recover soon!"
4. The teacher said, "May you bring a good name to the school!"
5. Mother said to her baby, "May you have happy dreams in your sleep!"

E. Make nouns from the following verbs.

Example:

Verb	**Noun**
decide	decision
direct	_____
explain	_____
fail	_____
give	_____

injure _____
laugh _____
move _____
object _____
please _____
prove _____

Use the nouns in your own sentences.

---------- x x x ----------

TARIQ BURNS HIS BOATS

There was a time when Spain was a Muslim country. It remained so for more than 700 years. Even today many of the buildings and gardens in Spain remind the visitors of the Muslim rule in that country. Cardova and Granada are specially rich in Muslim culture.

The famous Muslim general Tariq bin Ziyad carried the flag of Islam to Spain. At that time Spain was under the rule of a cruel and unpopular King, named Roderick. No one felt safe in his kingdom. Even high officers were afraid of him. Everybody hated him.

The news of peace and justice of the Muslims had reached Spain. The people of Spain appealed to the Muslims to come to their help. They wanted to get rid of their cruel king, Roderick.

The Muslim governor of Morocco answered the Spanish call for help. He sent a young general Tariq Bin Ziyad with a small Muslim

army. Tariq was young but he was greatly respected by his soldiers for his bravery and wisdom. They were always proud of serving under his banner.

Tariq crossed the narrow part of the sea between Morocco and Spain in small boats. On reaching the land, he at once started preparing for battle. Roderick was surprised to learn that the Muslim army had set foot on his land. He threatened to throw the Muslims back into the sea by which they had come. He marched from his capital with a large army to fight against Tariq and his men.

The Muslim soldiers were few in number and were in a strange land. They understood that help could not reach them from across the sea. They had never fought against such a large enemy before.

Tariq was a very wise leader. He saw that his soldiers were feeling uneasy, but he knew that they were all brave men ready to die for Islam. He understood that they were waiting for him to guide them. Tariq acted quickly. He ordered one of his officers to go back to the sea and burn all the boats which had brought them to Spain. The officer went away at once to carry out Tariq's orders. Soon the Muslim soldiers could see clouds of smoke rising from their boats.

Tariq, then turned to his soldiers and said, "My Muslim brothers, the enemy is in front of us, and the deep sea behind us. We cannot return to our homes now, because we have burned our boats behind us. We shall either defeat the enemy and win a great victory or die bravely fighting for Islam."

Saying these words, he drew his sword and raising it high, he shouted "Who will follow me?" Immediately his soldiers shouted with one voice, "We will follow wherever you lead us, even unto death." With a loud cry of "Allah-o-Akbar," the Muslim soldiers attacked the enemy. They fought so bravely that Roderick's large army could not stand before them for long. Tariq's small army won the field and the long rule of Islam in Spain began.

Tariq's example of courage has given a famous phrase to the English language "to burn one's boats," which means to take a step from which there is no turning back.

There is a great rock near the place where Tariq had landed in Spain. In Tariq's honour, the rock was named as Jabl-al-Tariq or Hill of Tariq. It is now called Gibraltar.

EXERCISES

A. Answer the following questions:

1. How long did the Muslims rule Spain?
2. Which spanish cities are rich in Muslim culture?
3. Which Muslim general carried the flag of Islam to Spain?
4. Who ruled Spain at that time, and why did the people hate him?
5. Why did the people of Spain appeal to the Muslims for help?
6. Why was Tariq Bin Ziyad respected by his soldiers?
7. Why did Tariq order his soldiers to burn their boats?
8. Why was Roderick's army defeated in spite of its large number?
9. What do you mean by the phrase "to burn one's boats?"
10. Where is Gibraltar?

B. Vocabulary:

According to the text, choose the correct word to complete each sentence. Use each word only once.

Surprised, bravely, behind, rock, famous, wise, appealed, proud, culture, buildings.

1. Even today many of the ---------- and gardens in Spain remind the visitors of the Muslim rule in that country.
2. Cordova and Granada are specially rich in Muslim ----------
3. The ---------- Muslim general carried the flag of Islam to Spain.
4. The people of Spain ---------- to the Muslims to come to their help.
5. They were always ---------- of serving under his banner.
6. Roderick was ---------- to learn that the Muslim army had set foot on his land.
7. Tariq was a very ---------- leader.
8. The enemy is in front of us, and the deep sea ---------- us.
9. They fought so ---------- that Roderick's large army could not stand before them for long.
10. There is a great ---------- near the place where Tariq had landed in Spain.

C. Change the following sentences into Direct Speech:

Example: He told her that he always finished his work in time.
He said, "I always finish my work in time".

1. Ali said that he bought a newspaper every day.
2. The doctor said that he would operate the next day.
3. The teacher told me that he would meet the class at ten.
4. Aslam said that he always felt better in the morning.
5. The doctor told the nurse that he needed her help.
6. The teacher told that the students were all present.
7. The guest said to his hostess that her dinner was delicious.
8. The coach said to the players that they had to practise more.
9. Mother told her child that she would buy him a toy.
10. He told me that he would help me.

D. The words in the left column are from the story. Try to match them with synonyms (words with the same meaning) in column (B):

A	B
famous	taken aback
unpopular	sensible
respected	courageous
proud	at once
surprised	to pose trouble
wise	go back
brave	not liked
return	honoured
immediately	well known
threaten	esteemed.

---------- x x x ----------

THE CLEVER SERVANT

There was once a very rich man, named Abdullah. He had worked hard on his fields and God had given him a lot of wealth in reward for his hard work. He had built a house in the city because he wanted his son and daughter to be well-educated. His two children were very young when they moved to the city. Abdullah's children were so used to city life that they never went to the village again. Abdullah earned a lot of money from his land, but now most of the work was done by his servants. He depended on an old servant Afsar Khan, for the management of his fields.

Afsar Khan was very clever, but his master, Abdullah, was cleverer. He could tell by going round his lands, how much grain his fields were going to produce. He could easily estimate the expected income. He gave Afsar Khan no chance to deceive him. In this way Abdullah was earning a lot without doing anything.

Abdullah's children were living a comfortable life. Sakhi, his son, was a simpleton. He never took the trouble of going to the village to inspect the fields and the crops, as his father gave him enough money for his personal expenses.

Abdullah had grown old and fell ill, and soon passed away. Sakhi had to take the place of his father. His mother advised him to go to the village and check if everything was going on well. The cotton crop had been harvested and sold, but Afsar Khan had sent them lesser amount than usual. Sakhi's mother wanted that her son should personally inspect the fields as his father used to do.

Sakhi did not want to go away from the city. He was so used to the comforts of city life that he felt uneasy when he had to go to the village. But his mother kept on advising him. So he went to the village and stayed with his manager Afsar Khan. It was the winter season and the evenings were specially very cold. Afsar Khan had lit a fire in the room and Sakhi was sitting by the fire place. Suddenly he heard a strange noise. The Jackals were howling outside.

"What's that noise?" asked Sakhi.

"It is the noise of jackals," replied Afsar Khan. "They are sitting outside and howling."

"I don't like this noise", said Sakhi. "Please send them away."

Afsar Khan went outside and returned after a few minutes and said, "Sir, they have come here because you are here. You are their master. They are cold. They want you to give them warm blankets."

"But I did not bring any blankets from the city," said Sakhi.

"In that case you can give them some money for the blankets. They'll go to the shop and buy blankets with the money," said Afsar Khan.

Sakhi handed him a five hundred rupee note for the jackals. Afsar Khan put the money in his pocket and went outside. He threw some stones at the jackals and they ran away. Sakhi was now feeling tired. He went to bed and slept soundly that night.

The next night, the jackals came again when Sakhi was in bed. He was disturbed by the noise. He called Afsar Khan and said, "The jackals are here again. I can't sleep because they are howling too loud. Go out and talk to them. Why have they come back and are making so much noise?"

Afsar Khan went out of the room, stayed there for a few minutes and came back again.

"They're hungry, sir," said Afsar. "They want some food. They are not cold because you gave them money to buy blankets. They're asking you for food because you're their master."

"But I have no food to give them. Can they buy food from the shops. Take these five hundred rupees and tell them to buy food. Afsar again pocketed the money, went outside and scared the jackals away. The jackals ran away and Sakhi was able to sleep peacefully.

The next night Afsar Khan was in his master's room when they heard the noise of jackals again. They were howling around the house.

"Listen to that noise," said Sakhi. "Those jackals are here again. I gave them money for blankets and food. What do they want now?"

Afsar Khan went outside. He threw stones at the jackals and they ran away. When he came back, Sakhi asked, "What did they want?"

"They didn't want anything, sir," replied Afsar. "They had simply come to say, "Thank you."

EXERCISES

A. Answer the following questions:

1. Why did Abdullah build a house in the city?

2. Why did Abdullah trust Afsar Khan?
3. Why couldn't Afsar Khan deceive Abdullah?
4. Was Sakhi as clever as his father? If not, give some reasons.
5. Why did Sakhi's mother advise him to go to the village?
6. Why was Sakhi hesitant to go to the village?
7. What did Sakhi hear while sitting in the room?
8. How much money did Sakhi give to Afsar to get rid of the jackals on the first night?
9. What happened the next night?
10. How did Afsar prove to be a clever servant?

B. Structure 'conjunction'

Use "and", 'but', 'or' in the following sentences:

Use and between two or more parallel constructions when expressing addition or result.

Example: The day was bright, sunny and warm.

Use but when expressing contrast, opposition or concession.

Example: His family is poor but respectable

Use or when expressing choice or alternation.

Example: Do you like milk or lemon in your tea?

1. He sold his old car ---------- bought a new one.
2. Would you like milk ---------- cream in your coffee?
3. I apologized to him ---------- he was not satisfied.
4. The policeman chased the thief ---------- caught him.
5. He is intelligent ---------- rude.
6. The boy tried to explain ---------- his father would not listen.
7. They had honey ---------- eggs for breakfast.
8. You can study history ---------- geography in the ninth class.
9. He is old ---------- energetic.
10. Is that student lazy ---------- hardworking?

C. (a) Change into Passive Voice.

Example:

Who took my pen? By whome was my pen taken?

1. Who made this noise?
2. Who will make tea?
3. Who deceived me?
4. Who will repair the roads?
5. Who has won the prize?

(b) Change into Indirect Speech.

1. He said, "I will try to become a great man."
2. Nasima says, "I will serve my dear country Pakistan?"
3. The students say, "We are free because Pakistan is a free country."
4. Tariq says to me, "It will be my duty to defend my country when I become a youngman."
5. My friends say, "we do not like people who are not sincere to their country."

D. Make verbs from the following nouns:

Example:

Noun	Verb	Noun	Verb
Building	build	life	----------
education	----------	advice	----------
motion	----------	harvest	----------
servant	----------	inspection	----------
production	----------	location	----------
expectation	----------	satisfaction	----------

Use the verbs in your own sentences.

E. Composition

Imagine you were flying over enemy territory and your plane crashed. You were hurt, though not seriously, yet you found yourself miles away from the nearest town. Describe your experience with the help of the following questions:

1. Where were you when you came to?
2. What time of day it was?
3. Where was the plane when it crashed?
4. Could you see any houses or other buildings?
5. Where were you hurt?
6. What was the weather like?
7. Where did you sleep?
8. What woke you up?
9. What did you see when you woke up?
10. What happened next?

Tell the rest of the story in your own words.

---------- x x x ----------

THE DAFFODILS

William Wordsworth (1770-1850)

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all atonce I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milkyway,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay
In such a jocund company;
I gazed ----- and gazed ----- but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie.
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

NOTES

Lines

2. to float: to move through the air

vales: valleys

4. Daffodils: flowers, growing wild and in gardens. They mark the coming of Spring.

6. Fluttering: making quick irregular movements.

8. to twinkle: to shine brightly but unsteadily.
the milkyway: the broad shining group of stars circling the sky.

12. tossing their head: quickly moving their heads up and down.
sprightly: lively.

14. Out-did: surpassed.

16. Jocund: happy; cheerful.

19. Oft: Often.

20. Vacant: when mind is not occupied
pensive; lost in thought.

21. to flash: to appear suddenly.
that inward eye: that "eye" which records in the mind the memory of sights and sounds already seen and heard.

22. Bliss: perfect happiness; great joy.
solitude: loneliness; being alone.

EXERCISES

A. Answer the following questions:

1. To whom is the poet comparing himself in the first stanza?
2. Why has the poet called the daffodils "golden"?
3. In the 2nd stanza, what is common between the stars and the daffodils?
4. When the poet was watching the daffodils did he know that they would always give him happiness?
5. How many words can you find that give the same idea as happy or happiness?
6. What words give the idea of movement?
7. What words give the idea of light?
8. What words or phrases give the idea of a large number?

B. Choose the correct answer.

1. The daffodils were dancing.
(a) by the side of the lake

(b) in flower-pots
(c) in a garden
(d) by the river side

2. When the poet was looking at the daffodils,
   (a) he was totally lost in their beauty
   (b) he felt sad to see them
   (c) he thought they were ugly
   (d) he wanted to dance.
3. The poet saw ---------- daffodils.
   (a) a large number of
   (b) a few
   (c) white
   (d) blue
4. Wandered means
   (a) run away
   (b) walk fast
   (c) walk aimlessly
   (d) be surprised
5. "Sprightly danced" means
   (a) a slow dance
   (b) lively dance
   (c) dance of the spirits
   (d) religious dance

C. Match the lines in Column I with those in Column II

Column I	Column II
I wandered lonely as a cloud	outdid the sparkling waves in glee
Continuous as the stars that shine	Fluttering and dancing in the bleeze
The waves besides them danced	That floats on high over wale and hills
but they	And twinkle on the milky way
Besides the lake, beneath the trees,	Which is the bliss of solitude
	They flash upon the inward eye.

Group Activity

D. Make a list of all the words you can think of (nouns, verbs, adjectives, adverbs) that give the idea of heat and slowness.

E. Think of any flower which you like and write about it in ten lines.

---------- x x x ----------

THE WILL TO WORK

Seema felt very unhappy when her brothers said that she couldn't work like them. She had two elder brothers who always thought themselves to be cleverer and more intelligent. They often made fun of her when she presented any new ideas. They often asked her not to think about things she could not understand. She knew that she was not as strong as her brothers were. They could run faster and jump higher, and they could climb up the trees with ease. Seema had tried to do the same but gave up the effort.

Her mother and father also thought she was not as clever as her brothers. They loved her very much because she had no other sister, but they always considered her to be weaker in strength and intelligence. This had happened so many times that by the time she reached class IX, she started believing that they were right. Seema did not like Mathematics and Geography, so she did not get good marks in those subjects. Whenever she couldn't solve a sum, she would ask her brothers to help her but they made fun of her. They asked her not to worry herself about such difficult things like Mathematics. Seema, too, had got the idea that she could not solve the sums. It was natural for her to get such an idea because everyone said so.

Seema was doing quite well in other subjects. She often wondered why it was so. How was it that she was at home in Urdu and English! Why did she find Science subjects so interesting and why was it that she seemed to forget everything when she sat down to study Maths! She felt that it was useless to try, because she was not good in Mathematics.

One day she became very angry with her brothers. They laughed when she told them she could get through the examination with good marks. Her brothers challenged her to solve an easy problem. She sat down to work out the solution. She read the question carefully. Then she thought in her mind about what was required and suddenly she jumped up in excitement. There was an easy way to find out the answer. She came up with the correct answer in a few minutes.

Seema's success gave her confidence. She rejected the idea that she could not solve the sums. She was determined to show to her brothers that she could. Her new found confidence gave her the will to work hard in Mathematics. She now began to work with interest,

determination and purpose. She soon became good at Mathematics. She had proved that she could do Mathematics as well as her brothers did. She learned from her own experience that if she studied a subject with determination and purpose, she could impress not only herself but also others with her ability.

The experience made her understand that girls are also as capable as the boys. Seema continued to study when her brothers played cricket outside. She had made up her mind to achieve such a success that her brothers should start respecting her.

As the examinations drew nearer, she became more and more confident. She took the examination and was pleased to have done well in all the papers. Even the Geography paper did not frighten her any more. She surprised everyone when the results were declared.

Seema had achieved the top position in the class.

EXERCISES

A. Answer the questions:

1. Why did Seema feel unhappy?
2. Why did Seema feel that she was not as strong as her brothers?
3. Why did Seema's parents consider her weaker in strength and intelligence?
4. Which subject did Seema fear most?
5. Why did Seema's brothers make fun of her?
6. In which subjects did Seema take a lot of interest?
7. How did Seema solve a Mathematical problem when her brothers challenged her?
8. What did she prove about the ability of girls?
9. How did Seema prove that Mathematics was no more a difficult subject?
10. How did she fare in the examinations?

B. Write a paragraph on "Nothing is impossible if there is a will and purpose behind work."

C. Read the text and fill in the blanks with the suitable word.

Applied, confidence, improved, amusement, thought, discouraged, overjoyed, more intelligent, good, only.

1. Seema felt unhappy when her brothers thought themselves ---------- than her.
2. She was ---------- by her brothers.
3. Her parents loved her very much because she was their ---------- daughter.
4. Her brothers ---------- that she could not do Mathematics.
5. She ---------- her mind and succeeded in solving sums.
6. She was ---------- because her answer was correct.
7. Her ---------- made her believe that she could do the sums.
8. She ---------- in Mathematics through hard work.
9. She got ---------- while solving difficult problems.

D. (a) CONJUNCTIONS

Fill in the blanks in the following sentences with 'although', 'so', 'because'.

Example:

We stayed home <u>because</u> it was raining.

I shall help you with your work <u>although</u> I am busy.

She seemed very tired, <u>so</u> I gave her my seat.

1. He did not wait ---------- he knew I was coming.
2. The police arrested him ---------- he behaved suspiciously.
3. I have never met him ---------- I have been to his house several times.
4. I was ill, ---------- my aunt visited me.
5. I want to buy a lamp ---------- I'll be joining the university soon.
6. We used candles ---------- there was a power failure.
7. It was getting dark, ---------- he switched on the lights.
8. I hid the key, ---------- he couldn't take the car.
9. It was late in the night, ---------- he could not see me.
10. ---------- they tried to be friendly, I was suspicious of them.

(b) Make six sentences using 'although', 'because', and 'so' in them.

E. (a) Passive Voice

Using the "by" Phrase

The 'by' phrase is used in Passive sentences when it is important to know who performs an action.

Example:

This sweater was made by my mother.

That aweater was made in Korea (by someone).

Change the sentences from Active to Passive. Include the 'by' phrase only if necessary.

1. Rahmat built that house.
2. People grow rice in Pakistan.
3. Graham Bell invented the telephone.
4. The headmaster has cancelled the meeting.
5. When did he harvest the wheat crop?
6. Will he list my name in the new telephone directory?
7. The waiter serves soft drinks at the restaurant.
8. Something confused me in the class yesterday.
9. Aslam has invited us to a party.
10. Hamid wrote that composition.

(b) The teacher should tell the students that adjectives with one or two syllables show degrees by adding 'er' and 'est'

Example:

First degree	**Comparative degree**	**Superlative degree**
tall	taller	tallest

Give the comparative and superlative degrees of the following adjectives:

Clever	---------	---------
strong	---------	---------
fast	---------	---------
high	---------	---------
dark	---------	---------
angry	---------	---------
black	---------	---------
quick	---------	---------

Words with more than two syllables show degrees by adding 'more' and 'most' to them

Example:

Positive degree	**Comparative degree**	**Superlative degree**
Important	more important	most important
intelligent	----------	----------
difficult	----------	----------
interesting	----------	----------
useless	----------	----------
confident	----------	----------
careful	----------	----------

(c) Many adverbs are formed by adding "ly" to adjectives.
Example:

careful — carefully

Form adverbs from the following adjectives:

Intelligent	----------
strong	----------
high	----------
easy	----------
interesting	----------
successful	----------
useless	----------
real	----------
attentive	----------

(d) After forming adverbs from the above adjectives, use them in sentences of your own:

Example: He prepared the map carefully.

---------- x x x ----------

THE BLIND BOY

O say what is that thing call'd light,
Which I must ne'er enjoy;
What are the blessings of the sight,
O tell your poor blind boy!

You talk of wondrous things you see,
You say the sun shines bright;
I feel him warm, but how can he
O! make it day or night?

My day or night myself I make,
When'er I sleep or play;
And could I ever keep awake
With me 't were always day.

With heavy sighs I often hear
You mourn my hapless woe;
But sure with patience I can bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy:
Whilst thus I sing, I am a king,
Although a poor blind boy.

(C. Cibber)

ABOUT THE POEM

The poet describes the feelings of a blind boy. The blind boy feels the loss of his eye sight. He does not have any concept of day and night; both are similar for him. He becomes sad when others mourn for his sad lot. But he has the courage to get on in life cheerfully. He is determined that he will not allow the idea of loss haunt his mind and spoil his life. Although he is a poor blind boy, he sings songs of joy. He is the king of his own world.

The poem teaches us a good lesson. We should not yield to the difficulties of life. If a blind boy can face life successfully, why can't the boys and girls having their eye sight overcome the hurdles of life?

Line

14. Mourn: grief over, lament, pity, feel sorry for
    Hapless woe: Misfortunes; grief that cannot be cured
18. Cheer of mind: peace of mind; contentment

EXERCISES

A. Answer the questions:

1. Why can't the boy enjoy light?
2. What are the blessings of sight?
3. Why does the boy consider himself a king?
4. What are the feelings of the blind boy about light and the world around him?

B. Use the following words in sentences of your own.

mourn, blessings, wondrous, cheer, woe

C. Try to write a dialogue between a blind boy and a man who is describing to him the beautiful sights and the blind boy asking numerous questions about everything the man names.

---------- x x x ----------

JAMILA'S LAMB

One day when Jamila's mother returned home after visiting the village chief's wife, she brought with her a beautiful lamb. She had stitched a new dress for the chief's wife who liked it very much. So she offered Jamila's mother a lamb. The lamb was only four weeks old. It was a lovely little thing. It was white and fluffy. Mother gave the lamb to Jamila and asked her to take good care of it. Jamila was over-joyed. She would feed it and take it out with her on walks. She spent hours playing and running about with the lamb and Jamila became very fond of it.

One day, on her way home, Jamila saw a shepherd who was returning home with his herd of sheep. Many of the sheep had small bells around their necks which jingled sweetly as they moved. Jamila liked the sound of the bells very much. She wanted to get them for her own lamb. She asked the shepherd where she could buy a collar with bells for her lamb.

"Well" said the shepherd, "You can buy it at the corner shop."

"And how much does it cost?" asked Jamila.

"Not much," replied the shepherd. "May be nine or ten rupees."

Jamila returned home. From that day on, her only purpose in life was to collect ten rupees for the collar for the lamb. She knew it was useless to ask her mother for money because she didn't have any to spare. And to ask her father about it was to invite trouble. He was against giving money to the children.

So Jamila did not say anything to anybody. She just waited for some miracle to happen.

One day when she was passing through the village bazar, she saw an old man buying an umbrella at a shop. He gave a hundred rupee note to the shopkeeper who returned him the change after deducting the price of the umbrella. The old man slipped the notes in to his purse and came out of the shop.

Suddenly Jamila noticed that while trying to open the umbrella the old man dropped his purse on the road. She picked up the purse and ran after the old man.

"Sir", she called out, "you dropped this purse on the road".

The old man was astonished. He took his purse and thanked Jamila. Then he took out a five rupee note from the purse and gave it

to her. "Take it as a small reward for your honesty." Before she could say anything, the man boarded a bus and went away.

Jamila could not believe her eyes. She had got a five-rupee note in her hand. But still she needed five rupees more to buy the collar.

A few days letter lady luck smiled on her again. She was playing in the field with her lamb, when she saw a cow running towards the canal bridge. After some time, the milkman and his two sons passed by. They looked worried. They were searching for the lost cow which they had bought only a few days ago. Jamila told them that the cow had gone towards the bridge. They rushed after it and found it on the other side of the canal. The milkman came back and thanked Jamila for her help. He gave her two rupees as a reward.

When Jamila reached home she found her mother eagerly waiting for her. She called her to try out a new shirt which she had stitched for her. It was a part of Jamila's Eid dress. Jamila had no idea that Eid was so near. For her the most beautiful thing about it was that children would get Eidi. And Eid was the only occasion when her father didn't mind giving out some money to the children, too.

On the morning of Eid, Jamila's father who had just returned from the Eid prayers asked her to come near. He patted her on the head with affection and handed her a five rupee note. It was wonderful and Jamila felt very happy. Now she had got the money for the collar of the lamb. She heard the bells jingling in her thoughts. Jamila took out all her savings and held them tight in her hand.

Suddenly she saw her father untying the lamb. She ran out and said, "Father, where are you taking my lamb to?"

"Well, why? It's Eid day. It is Eid-ul-Azha when animals are sacrificed. This lamb was brought up for this day, and you have earned God's pleasure by looking after it so well."

EXERCISES

A. Answer the questions:

1. What did Jamila's mother bring home after visiting the village chief's wife?
2. How did Jamila take care of the lamb?
3. Why did Jamila want to buy a collar with bells for her lamb?
4. How did Jamila collect money to buy bells for the lamb?
5. What do the elders give to the children on the Eid days?
6. Why couldn't Jamila buy the bells for the lamb?
7. Why do people sacrifice animals on Eid-ul-Azha?

B. Complete the sentences. Choose the correct word to complete each sentence.

Care, useless, sacrificed, finding, honesty, collar, Jamila's mother, needs, fluffy, enough.

Example:

Jamila's father could meet family needs.

1. The Chief's wife gave a lamb to ---------- .
2. The lamb was small, white and ---------- .
3. Jamila took great ---------- of the lamb.
4. Jamila wanted to have a ---------- for her lamb.
5. Jamila thought it was ---------- to ask her parents for money.
6. Jamila performed an act of ---------- by returning the purse to the old man.
7. Jamila helped the milk-man in ---------- his cow.
8. On Eid day, Jamila had ---------- money to buy the collar.
9. Animals are ---------- on Eid-ul-Azha.

C. CONJUNCTIONS:

(a) Fill in the blanks with:

"both	..... and"	"either	..... or"
"not only	..... but also"	"neither	..... nor"

Examples:

---------- Aslam ---------- his sister Nasima are doing very well

Both Aslam and his sister Nasima are doing very well.

---------- he ---------- his brother is present.

Neither he nor his brother is present.

---------- he must go to the meeting, ---------- send somebody else.

Either he must go to the meeting, or send somebody else.

I enjoyed ---------- the cool weather ---------- the warmth of the people.

I enjoyed not only the cool weather but also warmth of the people

1. ---------- Akram ---------- his brother can be trusted.
2. You should ---------- join the club, ---------- leave the room atonce.
3. ---------- the box ---------- its contents are missing.
4. He knows ---------- Urdu and English ---------- Arabic.
5. He is not at home. He is ---------- at the office ---------- in the club.
6. ---------- Aslam ---------- Saleem has solved the sums.
7. My father is ---------- wise ---------- humble.
8. You should ---------- study regularly ---------- leave the school.
9. ---------- you ---------- your brother are welcome here.
10. He is ---------- ashamed of what he has done ---------- is apologetic.

(b) Use the following in your sentences:

1. both ..... and
2. either..... or
3. neither..... nor
4. not only..... but also.

(c) Complete these sentences with the correct form of the verb given at the end of each sentence.

Example:

The music at the party was very loud and could be heard from a distance.

1. A decision will not ---------- until the next morning. (make)
2. That building is dangerous. It ought to be ---------- down before it falls down. (pull)
3. Your luggage will be ---------- by a custom's officer. (check)
4. I told my mother that I wanted to ---------- up at 6 in the morning. (wake)
5. Her new book will be ---------- into Urdu. (translate)
6. Police are looking for the missing boy. He cann't be ---------- anywhere. (find)
7. Do you think that less money should be ---------- on army?(Spend)
8. The injured man couldn't walk and had to be ---------- . (carry)
9. He, who wants to be ---------- should respect others. (respect)
10. If you waste your time, you will be ---------- . (detain)

D. Write a short paragraph on, how to you spend the money you get from your parents and relatives on Eid day.

Eid day is a happy day for me. I wear new clothes and shoes on this day. My parents give me money. My relatives give me money, too.----------

---

---------- x x x ----------

DIGNITY OF WORK

Amjad and his friends were very busy as there was going to be a school inspection. Some officers of the Education Department were expected to visit the school. The cleanest class-room was going to get a prize. Amjad was in class IX. His teacher had told many things about cleanliness for example, cleanliness is liked by God. Cleanliness shows how civilized the people of a place are. Cleanliness prevents the spread of diseases. Cleanliness cheers up the people and makes life interesting. Amjad and his class-fellows were very impressed. They had decided to clean up the class-room not for the sake of the prize but for the sake of cleanliness.

The class was divided into many groups and each group did the work assigned to it. One group took out the desks and chairs, another dusted the walls, windows and the door. The third group brought buckets full of water and the fourth started washing the floor. Another group swept the corridor. The whole work was divided amongst the groups and it was done so well that all the students were surprised at the new look of the room. Every body did his work cheerfully and nobody complained. Their teacher went from one group to the other and assisted and guided all the groups in their work.

Amjad whistled with satisfaction as he walked home. He was very eager to tell somebody about the work done. He had never felt so pleased before. It was a real joy to work together in groups. He had come to know for the first time that he could do many things with his own hands. He had often waited for some one else to do things for him and he had to waste a lot of time in waiting.

Amjad was greeted with love by his mother when he reached home. Amjad placed his school bag on a table and went to the bathroom to wash. He noticed that the clothes which he had thrown on the floor after changing into the school uniform were now hanging neatly by the wall. Amjad realized for the first time that his mother and sister had to do a lot of work because he himself had been careless. He decided that he would never again throw things carelessly. He would try to prove that he was a civilized young man.

When Amjad sat down to take his meals, he found that he was enjoying the food more than ever before. The work at the school had made him hungry and the ordinary food looked some thing special.

During the meals, he told the family how the students had cleaned up the class room. Amjad's younger brother Ahmed began to laugh and asked in disbelief, "Brother, did you really do all that work? Didn't you feel ashamed working like a servant?"

"No. What was there to be ashamed of! Everyone joined us in the work, even our class teacher, Mr. Qazi", said Amjad.

Their father listened to Amjad with great interest. He patted him and said, "Most of our problems are caused because we think that some tasks are undignified. We should only see whether a task is useful or not. The more useful it is, the more dignified it should be considered."

"Father, I read in a book that our Holy Prophet (May peace be upon him) loved all those more who worked with their own hands," said Amjad's sister.

"You are perfectly right," said his father. "The life of our Holy Prophet (May peace be upon him) is a model for all of us. He loved doing work for himself and never asked anyone to do anything which he could do himself. He mended his own shoes, washed and repaired his clothes and swept his room. At the time of the Battle of Khandaq, he worked shoulder to shoulder with other Muslims. He dug the trenches and carried stones on his shoulders. When the mosque at Madina was being built, he carried mud and stones as other Muslims did.

"Father, did the caliphs work, too?" asked Ahmad.

"Surely they did, my son," replied his father. "Islam is a religion of equality. The first caliph of Islam, Hazrat Abu Bakar (May Allah be pleased with him), not only did his own work but also helped the widows, the old and the sick by fetching water for them. The other caliphs also felt pride in doing work for the sick and the needy. They were the most respected figures of history."

Amjad said, "Father, do you think such willingness to work was the secret of their greatness?"

"Yes, my son," said his father. "History tells us that nations achieve greatness by their attitude to work. The Muslims did all sorts of labour and God rewarded them with success in every field. The people in the developed countries have learnt the value of dignity of work. In China everyone spends sometime each year working in the fields, on construction sites or in factories. Even the Prime Minister and his family join them."

"Father, what about Western countries?" said Ahmed. "Do the people in Europe and United States of America also work with their hands?"

"Why not!" replied his father. "No one there considers work below his dignity. The children of wealthy businessmen and high officials work happily to earn a part of their expenses. The work gives them a sense of independence and of being useful."

"Let's all work to clean the house to day. The idea is so exciting!" remarked Ahmed.

EXERCISES

A. Answer the following questions:

1. Who were expected to visit the school?
2. What duties were assigned to the boys of Class IX?
3. Did Amjad do any work with his own hand before he cleaned the classroom?
4. What made Amjad decide not to throw away his things carelessly?
5. What did he tell his family about his experience at school?
6. Who asked Amjad if he had not felt ashamed working like a servant?
7. What had Amjad read in a book?
8. What tasks did our Holy Prophet (PBUH) do with his own hands?
9. How can a nation achieve greatness?
10. Do you perform any chores in your house? Tell us about any two.

B. Complete the sentences. Choose the suitable words.

Use each word only once.

Carefully, satisfaction, loved, secret, cleanest, undignified, amongst, equality, sake, learnt.

1. The --------- classroom won a prize.
2. They decided to clean up the classroom for the --------- of cleanliness.
3. The whole work was divided --------- the groups.
4. All the boys did their work --------- .
5. Amjad got great --------- with his work.

6. No work done by hands is ---------.
7. Our Holy Prophet (PBUH) --------- those who worked with their own hands.
8. Islam is a religion of ---------.
9. The developed countries have --------- the dignity of work.
10. Willingness to work is the --------- of success.

C. Make nouns of the following words, and use them in your own sentences.

Example:

	Inspect	Inspection		Inspect	Inspection
1.	Clean	---------	6.	assist	---------
2.	decide	---------	7.	tell	---------
3.	divide	---------	8.	know	---------
4.	Surprise	---------	9.	prove	---------
5.	Complain	---------	10.	build	---------

D. Note for the teacher.

Read the following examples:

(a) If I have enough time, I write to my parents every week.

(b) If I have enough time tomorrow, I will write to my parents.
In the above examples, there is a real possibility that 'I write' and 'will write' to my parents. So such a condition in the present or future is called true condition.

(c) If I had enough time now, I would write to my parents.
In fact 'I' do not have enough time, so I will not write to them. Such a condition is untrue in the present or future. The untrue condition in the present or future is expressed in the simple past in the "If Clause" and would + simple form of the verb in the result clause.

(d) If I had enough time, I would have written to my parents yesterday.
In fact, I did not have enough time, so I did not write to them. The untrue condition intended in the past is expressed in the past perfect in the "If Clause" and in "would have + past participle" in the result clause.

The teacher should also note the following examples:

(e) If I don't eat break fast, I always get hungry during class.
(The simple present is used in the result clause to express a habitual activity or situation).

(f) If I taught this class, I wouldn't give tests.
(In fact, I don't teach this class).

(g) If you had come earlier, you would have caught the train.
(In fact, you did not come earlier).

Now after explaining the above examples, the teacher should give the following exercise to the pupils.

Put the verb in the correct form in the following sentences:

1. If I --------- enough money, I will go with you. (have)
2. If it --------- tomorrow we will go for a picnic. (rain)
3. I would change the subjects if I --------- you. (be)
4. It's too bad that Akbar isn't here. If he --------- here, he would know what to do. (be)
5. Naseem failed the test because he didn't study. However, if he had studied for the test, he --------- . (pass).
6. If I had remembered to take my umbrella with me yesterday, I --------- wet. (get, not).
7. If it --------- cold, I would go swimming. (be, not).
8. If I --------- money, I would lend it to you. (have)
9. If the moon appears to night, we --------- Eid tomorrow. (Celebrate).
10. If Aslam found your pen, he --------- it to you. (return).

E. Change into Indirect Speech:

Example:

Mother said, "May you succeed, my son"! Mother prayed that her son might succeed.

1. Mother said, "May you live long, my son!"
2. My brother said, "May you win the prize!"
3. The poorman said, "May you prosper!"
4. He said, "May God bless your late father!"
5. He said to the patient, "May you recover soon!"

---------- x x x ----------

SALADIN'S GIFT

Anonymous

King Richard rode his steed Faudelle,
The proudest steed in all the fray,
And deeds of wondrous might he wrought
Against the Saracen that day.

When, lo! a shaft smote proud Faudelle,
And pierced her throat full deep and sore;
She fell, and gasped her life away ----
King Richard's charger was no more.

"Farewell," he cried, "comrade and friend,
Faithful and true with latest breath!
I'll fight on foot, and all the night
I will avenge thy cruel death,"

Now Saladin the Saracen,
Spurring across that stricken field,
Saw Richard's charger lying dead,
And he on foot with sword and shield.

"Go," said the Sultan to his squire,
"Bring here a barb, of royal strain,
That fitly yonder English King
May in the fight be horsed again,"

Fast spurred the squire across the plain,
And led with him an Arab steed
Straight to the English lines and checked
By Richard's side his charger's speed.

"For thee from Saladin," he cried,
"From one who needs must wish thee well ---
A knightly token; may it prove
Some solace for thy dead Faudelle,"

King Richard doffed his casque and said,
"Thy master's kingly heart I know;
My thanks to Saladin the Great,
In sooth he is a noble foe!"

And when the weary war was o'er,
And Richard feasted with his kin,
He loved to tell the tale, and praise
The chivalry of Saladin.

"You call him pagan," he would say
"And infidel", Well be it so;
I'd rather battle by his side
Than by some Christian kings, I know,"

ABOUT THE POEM

The poem 'Saladin's Gift' is a rich tribute to the bravery and generosity of Saladin. His foe — Richard I — himself praised the chivalry of Saladin. Saladin had the greatness to give his horse to Richard I as a gift. Richard's own horse had been killed in the battle. Saladin could capitalize, if he wanted, on the situation but he did not. Instead, he ordered that a royal horse be given to Richard so that he "May in the fight be horsed again." The poem shows Saladin's nobility at its best.

Word Meaning

Steed	------	war horse
fray	------	fight, quarrel
wondrous	------	full of wonder
wrought	------	carried on operations
shaft	------	arrow
full deep and sore	------	very deep and severe
gasped	------	breathed with difficulty
charger	------	war horse, horse
no more	------	was dead
avenge	------	take revenge
spurring	------	riding fast

stricken field	------	scene of pitched battle
squire	------	country gentleman, noble
barb	------	a swift horse
royal strain	------	royal breed
lines	------	line of battle
knightly token	------	honourable gift
doffed	------	took off
casque	------	helmet
in sooth	------	in truth, truly
chivalry	------	bravery
pagan	------	heathen, non-believer
infidel	------	not a Christian
battle by his side	------	be allied with him in battle

EXERCISES

A. Select the correct answer:

1. King Richard was the King of ----------.
   (a) France (b) India (c) England (d) Ireland
2. King Richard rode on ----------.
   (a) bus (b) motor-car (c) bicycle (d) steed
3. Faudelle was killed by ----------.
   (a) knife (b) shaft (c) dagger (d) sword
4. Who said these words? "I will avenge thy cruel death". ----------.
   (a) Saladin (b) King Richard (c) Squire (d) Farmer
5. Saracen means ----------.
   (a) Hindu (b) Muslim (c) Christian (d) Jew
6. Saladin ordered his squire to bring a ---------- for King Richard
   (a) food (b) barb (c) clothes (d) water
7. Doffed means ----------.
   (a) took off (b) threw away (c) rode (d) lifted
8. In this poem "charge" refers to ----------.
   (a) squire (b) steed (c) comrade (d) friend
9. King Richard says that he will avenge the cruel death of his ----------.
   (a) servant (b) Comrade (c) Faudelle
10. Saladin the Great was a -------- person.
    (a) cruel (b) selfish (c) kind-hearted (d) talkative.

B. Supply the missing words as they appear in the poem.

1. King Richard rode his steed ---------
2. She fell, and --------- her life away.
3. King Richard's --------- was no more.
4. Fast spurred the --------- across the plain.
5. He loved to tell the tale, and praise the --------- of Saladin.

C. Match the words or phrases in Column I with that from Column II.

Column I	Column II
Shaft	attendant
Solace	relative
Kin	arrow or spear
Chivalry	relief, comfort
Squire	bravery, courage
Kingly heart	respectable enemy
Noble foe	having qualities of fairness and nobility

D. Answer the following questions:

1. What happened to King Richard's horse Faudelle?
2. How did Saladin the Great help King Richard?
3. What effect did Saladin's gift have on King Richard?
4. Why did Richard prefer to battle by the side of Saladin rather than with some other Christian kings?
5. Think of a hero who sacrificed his life for the country. Write about him in about 15 lines.

---------- x x x ----------

WOMEN'S ROLE IN OUR FREEDOM

Women played a very important role in the struggle of Muslims of Indo-Pakistan for freedom. Generally people think that only the Muslim men worked hard for freedom. It would be an injustice not to recognise the efforts of women.

The Muslim women worked hard for the making of Pakistan. Their role was of two kinds. Some educated women worked on the political front. The others helped the men to continue their struggle.

The Muslims had ruled India for centuries before the British came to power in this region. Muslims and Hindus had lived together peacefully during the Muslim rule. But under the British control, their differences were brought to such a point, that they could not live together peacefully. As we know they are different from each other in many ways. The Muslims believe in one God while Hindus worship many idols. The Muslims believe in the prophet Muhammad (May peace be upon him) and all the prophets before him while the Hindus do not believe in any prophet at all. The Muslims believe in equality and brotherhood, while the Hindus are divided into many castes. The Muslims believe in fair distribution of wealth while the Hindus believe in amassing wealth. So it was claimed that Muslims and Hindus were two separate nations.

In 1929, the women of united India were given the right to vote. Thus they could play an important role in politics. Quaid-i-Azam Muhammad Ali Jinnah asked the Muslim women to join the struggle for independence.

Many educated Muslim women started taking active part in politics. In 1938, the women wing of the All India Muslim League was formed. Miss Fatima Jinnah, Begum Nusrat Abdullah Haroon, Begum Viqarun Nisa Noon, Begum Shah Nawaz and Begum Tasadduq Hussain are only a few of the large number of women who worked for the Pakistan Movement. Their names will always be remembered for their devoted work for freedom. They travelled all over India and carried the idea of Pakistan from home to home.

As a result of the efforts of these women leaders, even purdah observing ladies joined the struggle. Miss Fatima Jinnah went from school to school to organize the Muslim girl students. She guided the

lady workers of Muslim League in the light of Quaid-i-Azam's instructions.

Begum Nusrat Abdullah Haroon took active part in politics. She helped the women in running the Pakistan Movement. She built a ladies club at Delhi where women workers of the Muslim League gathered and prepared programmes of political activities. Begum Haroon helped the Muslim League with money and guidance.

Begum Ra'ana Liaquat Ali Khan was a well educated lady. She learned type-writing and worked quietly in the office of the League. She was so busy in the office that she was hardly seen in public. She was a silent force behind the strong personality of her husband. He greatly valued her work and help.

Begum Shah Nawaz and Begum Salma Tassaduq Hussain were very active members of the working committee of the Muslim League. They arranged public meetings for Quaid-i-Azam. They organised the Muslim women in Punjab to work for the creation of Pakistan.

A large number of Muslim women from all over the province came to Lahore to take part in the movement. They took out processions every day. They boldly faced tear gas and even went to jail resolutely. Muslim girl students hoisted the green flag on the Civil Secretariat and the camp jail in Lahore.

The 3rd of June, 1947 was a happy day for the Muslims of India. On this day, the plan for setting up two independent states, Pakistan and India, was announced.

Pakistan came into existence on the 14th of August, 1947. Thousands of women went together to Quaid-i-Azam's residence to congratulate him on the success of his great struggle. They were proud of their success. The success of their efforts and sacrifices had materialised in the shape of Pakistan. It is our duty that we remember their efforts and work with respect and gratitude.

EXERCISES

A. Answer the following questions:

1. What role did the Muslim women play in the making of Pakistan?
2. Why couldn't the Muslims and Hindus live together peacefully?
3. When were the Indian women given the right to vote?
4. What did the Quaid ask the Muslim ladies to do?
5. When was the women's wing of All India Muslim League formed?
6. Name some of the ladies who played prominent roles in the Pakistan Movement.
7. What role did Miss Fatima Jinnah play for the cause of freedom?
8. How did Begum Nusrat Abdullah Haroon help the women workers?
9. How did Begum Liaquat Ali Khan help the cause of Muslim League?
10. How did the Muslim women express their joy at the birth of Pakistan?

B. VOCABULARY

According to the text, choose the suitable word to fill in the blanks.
Distribution, courage, peacefully, existence, selfless, centuries, caste, important, different, economically.

1. Women played a very --------- role in the struggle for freedom.
2. The Muslims ruled over India for ---------
3. The Muslims and Hindus lived --------- under the Muslim rule.
4. Muslims and Hindus have --------- ways of life.
5. Hindus believe in --------- system.
6. Muslims believe in the fair --------- of wealth in the society.

7. Religiously, socially and ---------, Hindus and Muslims are two nations.
8. Muslim women did --------- work in the Pakistan Movement.
9. Muslim women were model of--------- and determination.
10. Pakistan came into --------- on 14th August, 1947.

C. Make adjectives from the following and use them in your own sentences.

Example:	**Noun**	**Adjective**
	Importance	Important
	education	---------
	courage	---------
	power	---------
	peace	---------
	difference	---------
	life	---------
	prosperity	---------
	wealth	---------
	interest	---------
	strength	---------

D. Clauses with 'when' and 'while'

Combine the following pairs of sentences by using "when" or "while"

Examples:

He got up.
He washed up himself.

When he got up, he washed up himself.

He was taking tea.
He listened to the news.

While he was taking tea, he listened to the news.

1. He got ready.
   He left for his office.
2. He was driving.
   He talked to his friend.
3. He saw the green light.
   He started his car.
4. He got to the next traffic light.
   It turned red.
5. He was working in his office.
   He attended to the phone.

6. He was eating his lunch.
   He began to remember his friends.
7. He went to his secretary's office.
   He saw she was very busy.
8. He came out of his office.
   He left in his car.
9. He got home.
   He was tired.
10. His wife was cooking.
    He watched T.V.

E. Fill in the blanks with suitable prepositions:

for, to, on, in, of,

Women played a very important role --------- the struggle ---------, Muslims --------- Indo-Pakistan --------- freedom. Generally people think that only the Muslim men worked hard --------- freedom. It would be injustice not --------- recognize the efforts --------- women. The Muslim women worked hard --------- the making --------- Pakistan. This role is --------- two kinds. Some educated women worked --------- the political front. The others helped the men -------- continue their struggle.

F. Write a paragraph on the following:

"How can our girls contribute to the solidarity and progress of Pakistan."

---------- x x x ----------

SONGS OF JOY

Sing out, my soul, The songs of joy;
Such as a happy bird will sing
Beneath the rainbow's lovely arch
In early spring.
Think not of death in thy young days;
Why shoulds't thou that grim tyrant fear?

And fear him not when thou art old,
And he is near.
Strive not for gold, for greedy fools
Measure themselves by poor men never;
Their standard still being rich men,
Makes them poor ever.

Train up thy mind to feel content:
What matters then how low thy store?
What we enjoy, and not possess,
Makes rich or poor.
Filled with sweet thought, then happy I
Take not my fate from other's eyes;

What is my mind -- not on my flash
Or theirs -- I prize.
Sing, happy soul, thy songs of joy;
Such as a brook sings in the wood,
That all night has been strengthened by
Heaven's purer flood.

(William Henry Davies)

ABOUT THE POEM

This poem teaches us to be happy and cheerful. We should not be afraid of death in our young days. We should also not fear death when we are old because sooner or later every body has to die. We should not be greedy and selfish. The standard of humanity is not gold or wealth but contentment. The poet wants to emphasise that human beings should lead a life free of greed and selfishness.

Meanings of Difficult Words:

grim	----	without mercy,
tyrant	----	cruel
grim tyrant	----	in this poem means Death
strive	----	to try to get
measure	----	compare with
their standard	----	they always compare themselves
---- men:		with men who are richer than they
content	----	satisfied
low	----	not high, little,
low thy store	----	you may be poor
possess	----	have, own
on my flash	----	material wealth
brook	----	small stream

EXERCISES

A. Answer the question:

1. What is, according to the poet, real poverty and real wealth? Write about four lines on each.
2. Should we be afraid of death in our young age? If not, why?
3. Why does the poet say that we should not struggle for getting gold?
4. Why does the poet tell us to feel contented?
5. What does he tell us to do in our lives?

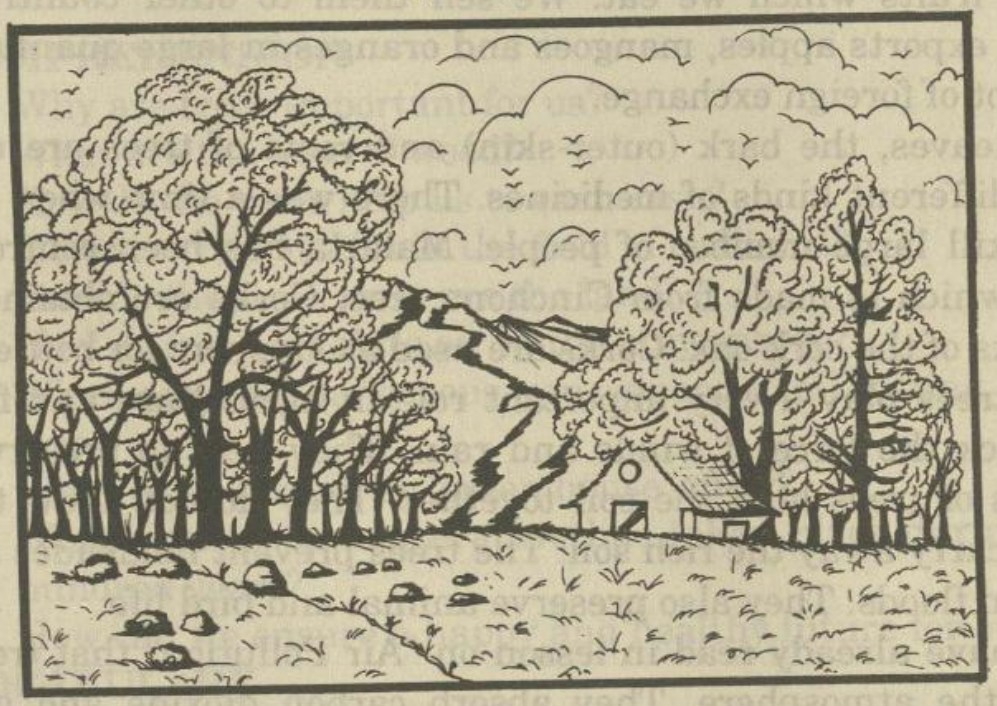
B. Match the words or phrases in Column I with those of Column II.

Column I	Column II
jungle	joy
to try	beneath
give practice	tyrant
happiness	strive
under	fate
take delight in	train
cruel	enjoy
made strong	the wood
satisfied	content
luck	strengthened

---------- x x x ----------

TREES ARE A BLESSING

We need trees because we cannot survive without them. They are important to man's life in many ways.



Trees add beauty to the world we live in. Whenever we think of any place where we can enjoy ourselves and rest comfortably, trees always make an essential part of the scene. Even when we think of heaven, we imagine trees laden with fruit by the side of clear and cool streams. No place of beauty in the world is complete without trees. That is why when we have to select a picnic spot, we generally keep in mind the presence of shady trees.

Trees have helped man in discovering new places. For the earliest man it was very difficult and dangerous to travel on land. He must have used tree-trunks to travel on the rivers. Then large boats and ships were built of wood and man was able to move from one part of the world to the other. Our history owes much to the trees whose wood helped large armies to move across to the foreign lands.

Trees provide the raw material for many industries. Commercially, they are invaluable. Furniture, boats, doors and window frames are made from wood. Paper is manufactured from wood. It is also used as fuel for cooking and heating. Wooden poles are used to support telephone and electricity lines in many countries. In this way trees have opened for man new possibilities of communication.

Some countries have plenty of trees. They are prosperous because of their large forests. Good timber is sold for good cash. Malaysia is the largest producer of natural rubber in the world. Rubber is collected from rubber trees. So trees earn a lot of revenue for them.

Trees also serve us in many other commercial ways. They produce delicious fruits which we eat. We sell them to other countries, too. Pakistan exports apples, mangoes and oranges in large quantities and earns a lot of foreign exchange.

The leaves, the bark (outer-skin) and roots of trees are used for making different kinds of medicines. There was a time when malaria used to kill large number of people. Malaria has been controlled by quinine which is made from Cinchona tree. Corks are obtained from the trunks of the cork-oak. Corks are used as stoppers for bottles.

The trees play a very important role in agriculture and farming. They check the force of winds and rain. They help to preserve land. The roots of trees bind the soil together. They do not allow the rain water to carry away the rich soil. The trees prevent landslides and soil erosion, in floods. They also preserve animal and bird life.

You have already read in lesson on "Air Pollution" that trees help regulate the atmosphere. They absorb carbon dioxide and give out oxygen. Cutting and burning of trees leads to ever greater quantities of carbon mono-oxide being released. The gases make a blanket around the earth, which holds in the heat of the sun. This holding in of the heat is known as the "green house effect".

People living in cold countries keep their potted plants in glass-rooms during winter. The glass-rooms allow the rays of the sun to give warmth and light to the plants. But they do not let the temperature inside fall to freezing point. Thus the plants are saved during the winter months. The glass-rooms where potted plants are kept are known as 'green houses'. The cover of carbon mono-oxide around the earth is making the whole world a big 'green house'. This situation is extremely dangerous for the future of the world and for the life on earth.

In the last hundred years or so, the average world temperature has risen by 0.7 degrees centigrade. This increase in temperature is going to melt more and more ice near the poles. The amount of water will increase in the oceans and thus raise their level. Some islands in the South Western Pacific are already in the danger of being submerged.

People all over the world will have to make efforts to increase the number of trees so that a happy and healthy future of the world is ensured.

EXERCISES

A. COMPREHENSION

1. Why are trees important for us?
2. What are the uses of wood?
3. How do the trees help us to earn cash?
4. How are trees useful in the field of medicine?
5. How do the tree's preserve the land?
6. How do trees regulate air in the atmosphere?
7. What are the dangerous consequences of cutting down the trees?
8. What do you mean by 'green house' effect?
9. What change in temperature has taken place during the last hundred years?
10. How can we ensure a happy and healthy future for ourselves?

B. VOCABULARY

Choose suitable words from the list below to fill in the blanks:
Producer, delicious, purify, plant, preserve, medicines, beauty, raw, tree-trunks, cinchona.

1. Tree add ---------- to the world.
2. Man used ---------- to travel on the rivers.
3. Trees provide ---------- material for many industries.
4. Malaysia is the largest ---------- of natural rubber.
5. Different kinds of ---------- are made from trees.
6. Quinine is made from ---------- tree.
7. Trees ---------- the land from its erosion.
8. Trees produce ---------- fruits.
9. Trees ---------- the atmosphere of dangerous gases.
10. Men should ---------- more and more trees.

C. Word Formation

Make adjectives from the following, and use them in sentences of your own.

Noun	Adjective
1. beauty	----------
2. imagination	----------

3. force ----------
4. centre ----------
5. heat ----------
6. happiness ----------
7. sadness ----------
8. gloom ----------
9. reliance ----------
10. honesty ----------

D. Grammar

Structure: 'before' and 'after'

'After' and 'before' are used to show time relationship in adverb clauses:

Fill in the blanks with suitable form of the verbs given at the end of each sentence:

Example:

1. After he ----------, he will get a job. (graduate)
   After he graduates, he will get a job.
2. I will leave before he ----------. (come)
   I will leave before he comes.
1. He will listen to the news before he ---------- to school. (go)
2. I shall go to bed after I ---------- homework. (finish)
3. They will buy tickets before they ---------- the train. (board)
4. The football match will finish after the referee ---------- the final whistle. (blow)
5. Re-read your composition for errors before you ---------- it in to the teacher tomorrow. (turn)

Structure

'till' 'until'

Fill in the blanks with suitable form of the verb given at the end of each sentence.

Example:

We stayed there until we ---------- our work. (finish)
We stayed there until we finished our work.

1. He did not go to bed until he ---------- his work. (finish)
2. He did not decide the case until he ---------- all the reports. (read)
3. I couldn't pay my bills until my cheque ----------. (come)
4. It had been a dull party until Hameed ----------. (arrive)
5. I did not go to sleep until I ---------- the composition. (complete)

C. Answer the question given below by using 'since'.

Note for the teacher: 'Since' is used to show the time relationship from the given point to the present.

Example:

I haven't seen him since he left this morning.

Now answer the following. The first one has been done for you.

1. How long have you been studying English?
   I have been studying English since I joined the school.
2. How long has your friend been studying English?
   He has been studying English since ----------.
3. How long have you lived in this city?
   I have been living in this city since ----------.
4. How long has it been raining?
   It has been raining since ----------.
5. How long has your father been teaching?
   My father has been teaching since ----------.

F. PREPOSITIONS

Fill in the blanks with: about, at, into, under, for, to, on.

1. Why do you go ---------- school?
2. He stood ---------- the door.
3. This letter is ---------- you.
4. I came to see you ---------- an important matter.
5. The mouse disappeared ---------- the piano.
6. She came punctually ---------- nine O'clock.
7. He works ---------- Mr. Khalid.
8. Shall we meet ---------- seven O'clock?
9. He dived ---------- the river and was gone.
10. Exercise is good ---------- our health.
11. He found the ring ---------- the bottom of his drawer.
12. The plane crashed and burst ---------- flames.
13. I bought this bag ---------- two hundred rupees.
14. I am waiting ---------- my friends.
15. I will look ---------- the matter.

---------- x x x ----------

KINDNESS

I was on my way to the playground. I saw an old man walking slowly on the other side of the road. He stopped after every few steps trying to gather up enough strength to move ahead. Suddenly my heart started beating fast. It was something which I had never seen before. The old man grew smaller and smaller whenever he stopped for rest.

I went across the road at the corner and approached the old man. I wanted to have a closer look at him. As I went nearer, I saw a strange sparkle in his old eyes. He stopped, shaded his eyes with his hand, and looked first to the right and then to the left. I could understand that he wanted to cross the road.

I moved closer and took his hand. It was cold and trembling, but as I helped him cross the road, I felt the hand growing warmer. It was trembling no more and was quite steady by the time we reached the other side of the road. The cars and other vehicles passed by, but I was able to bring the oldman safely across. He stood almost as tall as I was, when I had taken his hand. But standing there on the other side of the road, I could see that he had grown taller, too. He offered me warm thanks and stood there looking at me. It seemed that he did not believe what he had seen. I felt a bit uneasy and asked why he was looking at me in that way. At this a smile spread over his lips. He said he could not believe that someone had offered his help willingly. That's why he looked at me in wonder. He seemed to grow even taller as he spoke. Now he stood upright. His pale face showed traces of pink.

"You must be feeling better now", said I. "May I ask who you are, sir?"

His smile became even broader as he said, "Don't you recognize me? My name is kindness."

I looked at him in disbelief. "Why was kindness so weak and old?" I asked myself but I couldn't find any solution to the puzzle. I decided to ask the old man to tell me how old he was and what made him so weak and unhealthy.

The old man led me to a shady tree and then started telling me about himself.

"I was once young and strong like you. People those days were very close to each other. They helped and looked after others. They shared

each other's joys and sorrows, and that atmosphere of friendship and affection made me stronger and stronger. I worked for the people and the people worked for each other. I removed their difficulties and made them forget their sorrows. Their happiness gave me a new strength. They treated each other with kindness and affection."

As the old man talked I was lost in deep thoughts. I was thinking of the stories that I had heard. In almost every story an old man, living in a cottage in the forest came forward to help the prince who was on his way to free the princess from the clutches of a giant. Kindness had always been helpful.

"But how is it that you have grown so weak and small?" I asked.

The old man took a deep sigh and said, " As days passed, people became too busy and selfish. They worked and ran after money all the time. Slowly they changed into machines which only worked to get more money. They neglected me. They were not kind to each other, so I was not getting any strength. My size grew smaller and smaller. Once I stood as tall as a pine tree and as strong as a mountain but later I became so weak that I could hardly walk."

I felt sorry for him. He told me that he felt stronger when someone worked for him. I asked if I could help him in any other way. Again the old man smiled and nodded.

"Tell me how," I requested him. He put his hand on my hand and said:

Solve other people's problems and you'll be glad.
Help others, don't make them sad.
Be good to others, it'll make you bold.
Prefer friendship to money and gold.
Always raise other people's hope.
Sit with them and with them cope.

I felt as if I was listening to a song. Kindness wanted me to deliver his message to all my friends, to my brothers and sisters, and I felt a strange kind of pleasure when I promised to carry out his desire.

EXERCISES

A. Answer the following questions:

1. Whom did the writer see on his way to the playground?
2. Why did the writer approach the old man?

3. Why did the old man grow taller when the writer helped him cross him cross the road?
4. Why was the old man staring at the writer?
5. Who was this old man?
6. How did the old man feel when he was young?
7. Why had the old man grown weak and small?
8. How did the old man feel when someone worked for him?
9. What advice did the old man give to the writer?
10. How can kindness help mankind?

B. Complete the sentences, choose suitable words to fill in the blanks. Choose each word only once.

Kindness, weak, deliver, carry out, money-minded, difficulties, strength, healthier, story, safely, helped, approached.

1. The old man stopped togather up enough ----------.
2. I ---------- the old man to have a closer look at him.
3. I took the old man ---------- to the other side of the road.
4. The old man was happy because I had ---------- him.
5. His pale face turned pink and looked ----------.
6. The other name of the old man was ----------.
7. I wondered why kindness was so ----------.
8. The old man told me his ---------- under a shady tree.
9. Kindness removed the ---------- of the people.
10. Men have become ----------.
11. Kindness wanted me to ---------- his message to all.
12. I promised to ---------- ---------- his desire.

C. Make Nouns from the following and use them in sentences of your own.

Example:	**Verb**	**Noun**
	See	Sight
	1. Strengthen	----------
	2. grow	----------
	3. close	----------
	4. save	----------
	5. believe	----------
	6. recognize	----------
	7. solve	----------
	8. tell	----------
	9. weaken	----------
	10. befriend	----------

D. STRUCTURE

Clauses with 'if

Example:

Follow the example and restate the same idea with negative clauses.

If Nazeer can borrow money, he'll buy a radio.

He won't buy a radio, if he can't borrow money.

1. If he works harder, he'll get high marks.

   _____

2. If he buys a new tractor, he'll be able to grow more food.

   _____

3. If there is enough rain, the farmers will have better crops.

   _____

4. If there is snow, people will stay indoor.

   _____

5. If he gets a job, he'll earn money.

   _____

6. If our foot-ball team plays well, it will win.

   _____

7. If people are honest and hardworking, Pakistan will prosper.

   _____

8. If my father gives me money, I'll buy a camera.

   _____

9. If I win a prize, I'll be happy.

   _____

10. If he comes to me, I'll give him a treat.

    _____

E. PREPOSITIONS

Fill in blanks in the following sentences with suitable prepositions.

up, from, since, around, into about, at, for, by, between, to, through.

1. He bounded ---------- the field ---------- an amazing speed.
2. He climbed ---------- the ladder quickly and ran off.
3. Please stand away ---------- the well.
4. I was wandering ---------- the market when I met Aslam, whom I had not seen ---------- many years.
5. I stood ---------- the tree observing all that was happening.
6. This should be a secret only ---------- you and me.

7. I have not seen him ---------- the show ended.
8. He changed his mind and apologized ---------- me.
9. As I walked ---------- that house, I felt that something was wrong.
10. The dog jumped neatly ---------- the burning hoop.

F. A gerund is a word ending in "-ing", formed from a verb and used as a noun. For example, from the verb 'to swim' we have the gerund 'swimming'. This can be used just like a noun:

Example:

Swimming is good for you.

I like swimming.

Complete these sentences by giving the gerunds formed from the verbs in brackets:

1. He likes (read).
2. I am fond of (write).
3. We enjoy (meet) our relations.
4. He began (build) a house.
5. I can't help (laugh) when I think about it.
6. Would you mind (lend) me your camera.
7. She is fond of (walk).
8. They have started (eat).
9. They like (sing) in company.
10. I can't stand (see) an animal being ill treated.

---------- x x x ----------

GLOSSARY

Word	Pronunciation	Meanings
Achieve	Acheev	Get, obtain, acquire
Affection	Afekshun	Love
Amass	Amas	Hoard, Collect
Anxiously	Angshusli	Uneasily, without comfort
Approach	Aproch	Go near
Armour	A'ma	Defensive cover
Assign	Asyn	Make over, allot
Assist	Asist	Help
Astonish	Astonish	Susprise greatly
Banner	Bana	Flag
Behold	Behold	Look
Blight	Blite	Disease, Destruction
Bliss	Bliss	Great Joy
Brook	Brook	Stream
Burden	Baden	Load
Burgle	Bagul	Steal, break into
Capital	Kapital	Seat of govt., Large
Casque	Kask	Helmet
Category	Kategori	Kind, class, group
Charger	Chaja	Horse
Civilize	Sivilyz	Refine
Conquer	Konka	Take over, win
Creation	Kreashun	Production, making
Crumple	Krumpul	Make untidy
Deduct	Dedukt	Take out
Delicious	Delishus	Tasty
Delude	Delewd	Deceive, trick
Determined	Detamined	Resolute
Develop	Develop	Give progress
Dignified	Dignified	Respectable
Disbelief	Disbelief	Without faith, uncertainty
Discontent	Diskontent	Dissatisfaction

Word	Pronunciation	Meanings
Doffed	Doffed	Took off, removed
Drain	Drane	Water channel
Embrace	Imbrase	Hold closely in arms, accept
Emit	Emit	Give out
Erosion	Ero-yun	Wearing away, cutting away
Erupt	Erupt	Break out, start
Essential	Essenshal	Very necessary
Esteem	Esteem	Respect
Excessive	Exsessive	More than necessary
Expensive	Expensive	Costly
Feud	Fewd	Mutual hostility, bloody fight
Feul	Fewal	Material for burning as fire
Fluffy	Fluffy	Soft
Flutter	Fluta	Move quickly
Fortune	Fochoon	Luck, destiny, wealth
Fray	Fray	Dispute, fight
Garments	Gament	Pieces of dress, clothing
Gasp	Gasp	To catch the breath
Glacial	Glashel	Icy, produced by ice
Gradually	Grajualy	Slowly
Grateful	Grateful	Thankful, obliged
Grim	Grim	Merciless, serious
Guiltless	Giltless	Innocent
Hapless	Hapless	Unhappy
Haste	Hayst	Hurry
Heir	A'er	Successor
Hoist	Hoist	Raise
Holocaust	Holokast	Sacrifice or destruction esp. by fire
Howl	Howl	Cry out
Huge	Hewj	Very large, great
Ignorance	Ignaens	Unawareness
Immense	Immens	Very great
Impress	Impress	Affect the mind

Word	Pronunciation	Meanings
Indulge	Indulj	Take part, enjoy freely
Infidel	Infidel	Non-believer
Inherit	In-erit	Take from parents
Jingle	Jingle	Sound of bells, tinkle
Jocund	Jokund	Cheerful
Keen	Keen	Sharp
Layer	Laya	A separate space, bed
Lessen	Lessen	Make less, decrease
Maintain	Mayntayn	Keep up
Mass	Mass	Quantity of matter
Materialize	Materialise	Take bodily form
Menace	Menis	Threat, danger
Mend	Mend	Repair
Mourn	Mown	Feel sorry, grieve
Omen	Omen	Sign of good or evil
Outdo	Out-do	Overtake, excel
Pensive	Pensive	Lost in thoughts
Petty	Petty	Small, unimportant
Pile	Pyle	Heap up
Pilgrimage	Pilgrimaj	Journey to holy place
Plenty	Plenty	Abundance, quite enough
Possess	Pozess	Have, own
Precious	Preshus	Costly, valuable
Procession	Proseshun	Moving crowd
Prominent	Prominent	outstanding, important
Prosperous	Prosprus	Rich, well-to-do
Realize	Realize	Understand
Reason	Reezun	Cause, sense, argue
Recognize	Rekognize	Admit
Resolutely	Rezolewtli	Determined, with fixed purpose

Word	Pronunciation	Meanings
Sacrifice	Sakrifis	Offering
Scare	Skaya	Fear
Scold	Skold	Rebuke
Scorn	Skon	Disregard
Shaft	Sháft	Arrow
Site	Site	Place of structure
Slice	Slice	Cut, piece
Snuff out	Snuff out	Put out, extinguish
Solitude	Solichewd	Loneliness
Sparkle	Spakal	Shine
Spoil	Spoil	Worsen, make useless
Sprightly	Spritely	Lively, cheerful
Statue	Stachoo	Moulded figure, idol
Steady	Steady	Firm, strong, unchanging
Steed	Steed	War horse
Stitched	Stiched	Sweed, sewn
Strive	Strive	Try, struggle
Survive	Survive	Remain in position
Unaffrighted	Unafrited	Fearless
Upright	Uprite	Just, honest
Vale	Vale	Valley
Vanity	Vanity	Pride, show off
Voult	Voult	Underground room, shelter
Violence	Vylens	Use of force
Wondrous	Wondrus	Wonderful, surprising
Wrought	Rot	Worked, operated.

---------- x x x ----------

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قومی ترانہ

پاک سَرزمین شاد باد کِشوَرِ حَسین شاد باد
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مرکزِ یقین، شاد باد

پاک سَرزمین کا نِظام قُوّتِ اُخُوّتِ عوام
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شاد باد منزلِ مُراد

پرچمِ سِتارہ و ہِلال رہبرِ ترقّی و کمال
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